

Vlogging Through Digital Lessons: Enhancing Speaking in an EFL Blended Learning Environment

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Abstract


Blended learning has turn to be a well-documented successful learning approach that allows the development of face-to-face and virtual lessons through the creation and adaptation of digital materials during the last decade. Thus, the present study entails the description and process of a qualitative action research case, which took place at Liceo Los Alcázares, a private institution located in Bogotá, Colombia. This research study seeks to provide a theoretical and practical contribution to the fields of Linguistics and Materials Development, and analyze the impact of creating and implementing digital materials (lessons focused on video-blogs (vlogs), in a blended learning environment to elicit 12 fourth graders' speaking within an EFL context. In addition, the instruments that allowed a fruitful data collection were student's artifacts, teacher's journal, voice recorded interviews and a survey. The findings showed that students indeed feel motivated to speak in English and to create Only-English-Environments in a foreign language context, when the materials proposed and designed by the text developer meet their needs and mostly their likes. In the same way that creating and designing their own video-blogs (vlogs) as the learning resource and strategy did improve their English-speaking skill and self-confidence during the face-to-face and virtual lessons.

Keywords: blended learning approach, digital materials, speaking skills, vlogs, motivation

Resumen

El aprendizaje mixto ha llegado a ser un enfoque de aprendizaje exitoso bien documentado, que permite el desarrollo de lecciones presenciales y virtuales a través de la creación y adaptación de materiales digitales durante la última década. Por lo tanto, el presente estudio incluye la descripción y el proceso de un caso de investigación acción cualitativa, que tuvo lugar en el Liceo Los Alcázares, una institución privada ubicada en Bogotá, Colombia. Este estudio busca proporcionar una contribución teórica y práctica al campo de la Lingüística y el Desarrollo de Materiales al igual que analizar el impacto de la creación e implementación de materiales digitales (lecciones enfocadas en video-blogs (vlogs) en un entorno de aprendizaje mixto para mejorar el habla de 12 alumnos de cuarto grado en un contexto de Inglés como lenguaje extranjera. Los instrumentos que permitieron una recopilación de datos fructíferos fueron artefactos de los estudiantes, el diario del docente, entrevistas grabadas y una encuesta. Los resultados mostraron que los estudiantes realmente se sienten motivados para hablar en inglés y crear entornos donde solo se habla Inglés como lengua extranjera, cuando los materiales propuestos y diseñados por el desarrollador de materiales satisfacen las necesidades de los estudiantes necesidades y sobre todo sus gustos. De la misma manera que crear y diseñar sus propios video-blogs (vlogs) como el recurso de aprendizaje y la estrategia que hicieron mejorar sus habilidades de habla inglesa y confianza en sí mismos durante las clases presenciales y virtuales.

Palabras claves: enfoque de aprendizaje mixto, material digital, habilidad del habla, vlogs, motivación

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2. Descripción
<p>Blended learning has turn to be a well-documented successful learning approach that allows the development of face-to-face and virtual lessons through the creation and adaptation of digital materials during the last decade. Thus, the present study entails the description and process of a qualitative action research case, which took place at Liceo Los Alcázares, a private institution located in Bogotá, Colombia. This research study seeks to provide a theoretical and practical contribution to the fields of linguistics and materials development, and analyze the impact of creating and implementing digital materials (lessons focused on video-blogs (vlogs) in a blended learning environment to elicit 12 fourth graders' speaking within an EFL context. In addition, the instruments that allowed a fruitful data collection were student's artifacts, teacher's journal, voice recorded interviews and a survey. The findings showed that students indeed feel motivated to speak in English and to create Only-English-Environments in a foreign language context, when the</p>

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4. Contenidos

The development of this research study portrays five chapters following the guidelines specified by the School of Education of Externado de Colombia University. In chapter one, I present the statement of the problem, which directly conducts to the research question: how do the creation and implementation of digital materials (lessons focused on video blogs - vlogs) in a blended learning environment impact fourth graders' speaking within an EFL context? In addition, I post the following general and specific objective. The general one: To analyze the impact of

creating and implementing digital materials (lessons focused on video-blogs (vlogs) in a blended learning environment on fourth graders' speaking within an EFL context. And some specific ones: (a) To establish the level of students' participation in classes that involve digital materials (lessons focused on video-blogs (vlogs) to enhance fourth graders speaking skills; (b) to explore how EFL learning is blended with technology in a fourth-grade classroom; (c) To inquire how video blogs can be adapted to motivate students to increase their speaking skills. Additionally, this chapter depicts six different related studies connected to the main constructs of this research, followed by the setting and the rationale. In chapter two, I define and describe the main constructs of this study, which are Digital Materials, Blended Learning, and EFL speaking skills. In chapter three, I present the methodological design consisted of the research design and its components: approach and type of study, participants and data gathering instruments. Besides, the instructional design and its components: pedagogical intervention, instructional objectives, intervention as innovation, the theory of language and language learning, the methodological approach underlying the pedagogical intervention, the connection with the pedagogical intervention with eh research question, the instructional stages, the proposed materials development framework and finally the sample of the lessons. In chapter four, I analyze data coming up with the research categories, which lead to the findings. In chapter five, I present the conclusions, the pedagogical implications, and limitations of this study. To conclude this chapter, I propose some inquiries for further research studies.

5. Metodología

The study took place in Liceo Los Alcázares School that is a private institution located in Barrios Unidos neighborhood, in Bogotá, Colombia. It has more than 300 students attending kindergarten and primary school, and 15 teachers (4 of them bilingual). Its mission is to educate and care for integral human beings with the ability to face real-time situations and seek success by being happy children and adolescents. Thus, to analyze the impact that digital materials could have on fourth graders' speaking in an EFL context, I decided to work from the perspective of qualitative action research. In fact, I applied the action research instructional stages from Kemmis and Mc Taggart (1988): *ground recognition*, *trialing*, *collecting*, *questing* and an innovative stage of *feedback*. The main instruments of data collection were student's artifacts, teacher's journals, students' interviews and a survey; these allowed the researcher to observe and analyze students' behavior with the language and the materials proposed. The pedagogical intervention involved six different digital lessons that allowed students to watch and create their vlogs about their life. Having this said, I selected blended learning approach, since it allows students to combine their contexts by having face-to-face and virtual lessons. To develop the instructional design, I stated the general objective as to create and implement digital materials (six after the virtual lessons focused on video blogs (vlogs) to affect fourth graders' speaking skills within a blended learning environment in an EFL context. To achieve the above, I posed the following specific objectives: (a) To elicit students' motivation through the use of digital materials in the EFL classroom; (b) to create a suitable learning environment to make students aware of the benefits of BL; and (c) to encourage students to apply a set of speaking strategies to complement their learning of EFL. The theory of nature of language and language learning was analyzed from the perspective of self-expressions and role of affect. Finally, the data prompted the following findings categories: the first category is Creative digital materials (lessons focused on vlogs) as motivational learning boosters for the development of self-confidence strategies. With two sub-categories: a) Fostering students' creativity and learning through digital materials and b) Vlogging and providing feedback as self-confidence strategies. The second category is Becoming self-aware when speaking in a blended

learning environment by connecting students' contexts. Its two subcategories are: a) Developing self-awareness of the English-speaking skill as a constant process and Linking students' contexts through BLA: at school and with students' personal life.

6. Conclusiones

After designing, creating and implementing this study, it was brought to light that not only digital materials (Karmakar, 2011), "Lessons focused on vlogs" do positively impact students speaking skill through blended learning approach, but also generate effect on other students' personal aspects. For instance, the learners who participated in this study reflected a self-confidence boost (Echeverria, 2013), not only when speaking in English in the classroom, but in other non-related school activities. In addition, they became aware of their language learning improvement in the foreign language and they were constantly grateful with the teacher for such development. Students understood that English becomes an enjoyable need rather than as a mandatory request or obligation. Furthermore, they were constantly motivated during the face-to-face and virtual lessons, since in different times they demonstrated and remarked their interest and participation of developing the proposed materials, as well as designing and creating their own vlogs, where they recorded themselves speaking in the foreign language around four to five minutes without scripts or cuts. Besides, the application of the blended learning approach (March, 2015) during the development of the lessons generated an incredible connection between the context where students did their virtual lessons (house, library, park) and the face-to-face sessions, which were taken at school. Therefore, and by taking into consideration the abovementioned statements, the developed material (lessons focused on vlogs) was an innovative and successful teaching and learning proposal regarding the main inquiry of this present research. Different assortments were understood during the development of this research process. In fact, these were brought to light after discovering the following information: firstly, the material proposed by the text developer has to be creatively designed by using colors, different types of fonts, pictures, textures, sounds, videos and even, own-designed or media characters. Secondly, the material has to be innovative for learners in all ways, since they are always expecting changes and groundbreaking activities that are not repetitive or non-interesting for them. Thirdly, the use of technology has become a need for teachers so as to motivate students, since they are born in the era, called digital natives; they will better attach to the material and participate more in class. Lastly, the role of the teacher is a relevant aspect to consider and as well as his constancy during the process; he or she has to be interested, motivated and with the most positive attitude to catch students within the development of the assigned materials. Hence, these foundations were comprehended after the analysis of data, since it allowed me, as the researcher, to intertwine these ideas with the purpose of this present research. Nonetheless, even though students were positively engaged in the process of resolving and addressing the materials proposed by the text developer, there were some implications that called the researchers attention to improve the design of the lessons focused on vlogs. Then, students' behavior and comments proved that repetition is a motivation killer; in fact, the layout of the lessons changed three different times during the pedagogical intervention, to avoid this negative feeling and re-attachment with the study. Besides, during the face-to-face sessions, some students were not as confident in contrast with others, when speaking in English by following the Only-English-Environment rule, they tended to stay quiet or using mimics to communicate, hence, motivational feedback was used as a learning strategy to boost these students' self-confidence to speak fluently among these classes. Finally, the lack of well-organized instructions was noticed since the beginning of the process, therefore, if instructions are not formulated correctly in the materials, they probably cause several misunderstandings among students. Consequently, these

aspects to improve were corrected during the last application of the study in both virtual and face-to-face lessons, obtaining excellent results, where students noticed the changes and felt empowered to develop their own vlogs after the sixth lessons were over. Thus, after almost six months of finishing the lessons, students are still using the vlogs uploading platform to share their own content in English as well as in Spanish. In conclusion, after two complete years of research, I now understand the relevance of developing and creating materials that motivate not only your students, but also you as the teacher in charge of leading them through knowledge. To this extent, this investigation process guided me to understand that any type of material (digital, non-digital, printed, non-authentic, mixed, etc.) has to be created with meaningful purposes that stimulate student's success in any learning context; especially for the Colombian one. Thence, the design and application of digital material "lessons focused on vlogs" (Karmakar, 2011), combined with the appropriate approach "blended learning" (March, 2015), MD framework (Núñez, et al., 2013) and principals of materials development (Tomlinson, 2010), will generate environments of fruitful teaching experiences for the English as a foreign language classroom, where both teachers and students feel motivated and confident thought the complete process of learning.

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Introduction

Ever since the invention of the first non-personal computer in the earliest 1900s, humanity experienced the introduction of a revolutionary medium of communication. As such, the manner in which humans experienced these early stages of globalization changed their perspective of life completely, since they considered technology as a relevant field in research around the world. As matter of fact, different authors started working on the development of new methods to include *Information and Communication Technologies* (ICTs hereafter) by immersing them within the classroom, and further in the English as a Foreign Language (EFL hereafter) classroom, since this technological advance impacted this setting as well. In this matter, (March, D. 2012) conceives approaches such as *blended learning* as an essential part of the language classroom in such globalization development. Therefore, these kinds of approaches become essential on different teaching contexts.

This action research study intends to explain how the creation and implementation of digital materials/virtual lessons focused on video blogs – vlogs, impact fourth graders' EFL speaking skills, and the way teacher researchers can configure their teaching practice to cope with the needs beating the students' learning processes. Indeed, learning a foreign language demands the creation of different materials, which aid students' learning, and digital material, in this case, video blogs (Vlogs hereafter) implemented to enhance students' speaking skills by creating fruitful learning environments. Genuinely, *blended learning* aids the abovementioned statement, since “teachers have been blending face-to-face instruction with various kinds of technology-mediated language learning for decades” (March. 2012, p. 4). Hence, the *blended learning* approach and its components suits the present study positively from very first stages of this research study.

The observation of my teaching practice at Liceo Los Alcázares School, where I identified lack of interest in some of my 4th grade students when exposed to face-to-face classes justifies the implementation of the current study. Despite low interest shown by some students, others tend to keep up motivated even when technology is not involved. Although face-to-face teaching has been around the classroom for several centuries, innovators have integrated new ways like blended learning. As such, when integrating ICTs in my EFL classroom activities, my students feel more comfortable to accomplish their class work. Perhaps, the exposure to computers, tables, cellphones, speakers and the electronic boards has generated an impact on EFL students' speaking skills due to the permanent use of English in their speech.

The development of this research study portrays five chapters following the guidelines specified by the School of Education of Externado de Colombia University. In chapter one, I present the statement of the problem, which directly conducts to the research question and objectives. This chapter depicts six different related studies connected to the main constructs of this research, followed by the setting and the rationale. In chapter two, I define and describe the main constructs of this study, which are digital material, blended learning, and EFL speaking skills. In chapter three, I present the methodological design consisted of the research and the instructional designs. In chapter four, I analyze data coming up with the research categories, which lead to the findings. In chapter five, I present the conclusions, the pedagogical implications, and limitations of this study. To conclude this chapter, I propose some inquiries for further research studies.

Chapter I

Research Problem

Statement of the Problem

As a researcher and student involved in learning English as a foreign language as well as in teaching it, I have informally observed and evinced that educators often used technology as a resource for aiding students' interest in the classroom. Indeed, it seems to be a booster for student's participation and learning in different educational stages, thus generating positive results as claimed by López, Pérez and Rodríguez (2011). Likewise, the teacher-students, students-teacher interaction in the classroom was thought about as an intriguing factor, which aided the researcher to question the relation between ELF learning processes, the use of ICTs and the motivation shown in students' speaking skills. For that reason, in the needs analysis, I conducted a survey (See Appendix A) with twenty fourth graders after different sessions in which I alternated the use of technology in some of the classes; and another survey (See Appendix B) administered to three bilingual teachers of the same school, going more in depth on the matter.

Therefore, the analysis of both surveys allowed me to consider the voice of the agents of the educational process (students and teachers). On the one hand, those students who answered the survey evinced special preference for the use of technology through computers, the electronic board or tablets in the EFL class sessions. On the other hand, teachers describe a preference for technology in their EFL classes, since they notice that students are more motivated and engaged with the process of learning a new language. In fact, these English teachers believe that students, as digital natives (Kwek, 2011), demand the use of ICTs in the classroom. However, the reflection after observing these classes

brought to light that students neglect to participate actively when technological devices are not involved in the class.

Consequently, several factors may influence the learning and teaching of English as foreign language. Indeed, globalization, learning and teaching strategies and technology may have an impact on children nowadays, as Hatch (2011) suggests, as well as the educational needs of our country due to its progress, students and teachers' motivation and the need to create materials that engage students in the classroom. Additionally, the role of the teacher in this process of creating and implementing digital materials is a matter of relevance, since they are the ones in charge of helping develop students' critical thinking skills as Richards (1998) argues. Therefore, and after reflecting on my teaching practicum, the question, which aids this study, is as follows:

Research Question

How do the creation and implementation of digital materials (lessons focused on video blogs - vlogs) in a blended learning environment impact fourth graders' speaking within an EFL context?

Research Objectives

General objective. To analyze the impact of creating and implementing digital materials (lessons focused on video-blogs (vlogs) in a blended learning environment on fourth graders' speaking within an EFL context.

Specific objectives. (a) To establish the level of students' participation in classes that involve digital materials (lessons focused on video-blogs (vlogs) to enhance fourth graders speaking skills; (b) to explore how EFL learning is blended with technology in a fourth-grade classroom; (c) To inquire how video blogs can be adapted to motivate students to increase their speaking skills.

Related Studies

To make a connection between the main constructs of this investigation and the different studies conducted related to materials development , blended learning, and EFL speaking skills, I present six related studies accomplished within the Colombian educational context, and in other contexts abroad.

Regarding blended learning and the field of materials development, the first local action research study, conducted by Sánchez (2016) took place in a public school with eighth and ninth graders. The researcher intended to understand how the implementation of a blended learning approach influenced students' autonomous EFL learning. Therefore, he designed and implemented 6 different worksheets and some power point presentations as part of the virtual performance of the class. Furthermore, he created blended learning environments, since he combined face-to-face sessions with virtual lessons. Thus, the instruments for collecting data were, student's logs, surveys and artifacts. He concluded that the blended learning approach allowed students to become critical and to develop autonomy when making decisions. In fact, this study complements my investigation, since it combines two main characteristics of mine: materials development and blended learning.

The second relevant study that complements the current investigation, is the one presented by Silva (2014) in which she guided and addressed EFL writing processes with second grade students from a public school in Bogotá. She proposed a set of virtual lessons to engage writing processes with students' motivation. She deduced that blended learning is an applicable approach to connect technology with learning and that it created appealing environments of motivation and personal thought. Finally, she proposed that the blended learning approach suits different populations, since she implemented it in primary school.

Thus, this study confirms my expectations of increasing motivation among students when using technology, and the way to engage learners in my EFL classes.

Regarding speaking skills and materials development, the third related study was carried out by Díaz (2015), in which the researcher designed and implemented a set of workshops to explore students' fluency and accuracy when developing speaking skills through the design and creation of video podcast presented on a social network by students of a private high school located in Bogotá, Colombia. Therefore, this study provided me as researcher with a guide to explore some micro-speaking skills that students will be developing during the implementation of the digital material I designed.

The fourth related study, regarding speaking skills and materials development is Hung's (2011). The aim of this action research study was to elicit high-school students' oral production in EFL through the implementation of video blogs in an English for Specific Purposes (ESP hereafter) course. In addition, he analyzed the advantages and disadvantages that vlogs may have on students and how they can create and post their videos as well. The data gathering instruments used were surveys, an open-ended questionnaire, students' interviews, written peer feedback, vlogs and journals. In fact, he discovered that vlogs have an impact on students' motivation because they showed interest in the topics presented. Furthermore, students discovered many advantages of using vlogs in EFL learning. However, he also found that the use of vlogs in the classroom might not be effective for real time communication. Therefore, this related study helped me focus on analyzing the impact of vlogs in an EFL context in primary school students.

Regarding the two constructs speaking skill and blended learning, the fifth related study is presented by Shih (2010). This qualitative and quantitate research project aimed to establish a blended teaching and learning model combining online and face to face

instructional blogging for an English for specific purposes (ESP) course named *English Public Speaking*. This project took place in Taiwan with a total of 44 college seniors majoring in English. Thus, the researcher made use of different instruments to collect data such as peer and instructor feedback, interviews, self-reflection, and a learning satisfaction survey. Although conducted with a different kind of population and teaching context, this local study nurtures mine by demonstrating how students feel motivated when technology is part of learning. Thus, the results of the project showed that blended learning is a significant teaching opportunity to elicit student's speaking skills.

Finally, the last related local study was done by Sánchez and Chavarro (2013) where they report the influence of ICT's in EFL oral skills through the implementation of blended learning in a professional development course. Therefore, this qualitative action research took place in Huila, Colombia with participation of seven homeroom teachers of a private institution located in the abovementioned department. In addition, the researchers used different instruments for data collection such as: in-depth interviews, class observation, video recording analysis, teachers' reflection, students' artifacts, and a survey. Although, this study was conducted with a different kind of population and teaching context, this related study nurtures this present study, since it allowed to understand the impact of blended learning on student's oral production and how face-to-face and virtual lessons were designed and implemented, so as to generate environments of accurate EFL speaking production.

Setting and Rationale

Liceo Los Alcázares School is a private institution located in Barrios Unidos neighborhood, in Bogotá, Colombia. It has more than 300 students attending kindergarten and primary school, and 15 teachers (4 of them bilingual). Its mission is to educate and care

for integral human beings with the ability to face real-time situations and seek success by being happy children and adolescents.

Thus, the curriculum of the school has made some adjustments in response to the different challenges set by the world interconnection. In fact, the stakeholders of the school conceive English (EFL) as a crucial subject matter in students' education nowadays. Consequently, the school has been working on its bilingual program since 2008, to contribute to this global change. However, this has not been an easy process for Liceo Los Alcázares community. Although there are several innovations, they seem not to be successful because when students face EFL real situations, they do not respond as expected. It is worth mentioning that during the last eight years the school has proposed different recourses like EFL teachers training, bilingual materials (games, books, magazines) English virtual classroom (ICTs), and exposure to a foreign language by hiring bilingual certified teachers. Nevertheless, some clouds such as students' weaknesses to speak in English in and out of the classroom; students' demotivation due to their perception of English as a boring class and activities; reluctant parents' engagement with the school curricula; non-bilingual teachers' lack of interest to improve their language level; and the scores of Starters, Movers and Flyers Cambridge exams are not the ones expected.

By taking into consideration the abovementioned reasons, as teacher researcher, this research study is a way to change people's minds, to demonstrate that English is as important as any other subject matter of the curriculum and that technology, combined with learning, can turn into fruitful experiences. In effect, I have decided to become a teacher with the attempt to generate change in the world, since I deem mandatory to start with the youngest learners, as they will be the ones ruling our future world. I have tried to

demonstrate that teachers have the power to “*influence*” students’ lives. Therefore, as a “*mind-changer*”, they can engender a positive impact on students’ successful learning.

Moreover, this study provided new opportunities in which students, teachers and Liceo Los Alcázares community can feel comfortable by using English in real-time settings. Besides, I would like to propose ways for people to find English not as a mandatory requirement in the classroom, but as a source of motivation, where they can use English for social and cultural interaction. For this reason, and by taking into consideration the educational context selected for this present study, I proposed a contextualized materials development framework, which will fulfill different sociocultural needs. As a matter of fact, this innovative MD framework will not only will contribute to the Colombian Bilingual program presented by the Ministry on National Education, but to the research line on Development of Materials ascribed to the research group Critical Pedagogy and Didactics for Social Transformation at Externado de Colombia University.

On basis of the prior concern, the abovementioned research line is guided by three principles which aided this study from the beginning. Hence, *Justice, equity and inclusion* is the first principle I took into consideration and it guided me to generate an educational environment, where students could develop their talents, be creative, tolerant, fair, and serve as help to others; by always taking into account their own improvement through the *empowerment and autonomy* given to them in the learning context and during the face-to-face and virtual lessons, as the second principle. Lastly, this study was a great opportunity to build my *professional development*, as the third principal. Therefore, the current investigation will provide a set of digital materials (lessons focused on video vlogs-vlogs) to generate and inspire the learning and teaching of English as a foreign language in Colombian educational context. Nevertheless, this proposal will not only enrich the

curriculum of Liceo Los Alcázares School, but also private and public schools in Colombia, and EFL class settings abroad.

The second chapter portrays the literature review consisting of the analysis of the three main constructs: materials development, information and communication technologies (ICT's) and English as a foreign language and their connection with the present study.

Chapter II

Literature Review

Technology advancement, as part of globalization, has become an influential factor in the learning and teaching processes. Authors such as March (2012) have demonstrated that ICTs have been leading these processes in the classroom for many years, since more technology is adapted to teach and learn. There have been several discussions about the period in which, educational systems introduced technology, and it was in the early 1600s when technology marked a difference with the creation of the pen. However, it was just until the 1980s when IBM created the first personal computer (IBM, 2016) and years later, most of the United States schools included them as part of the educational process, creating technological environments (Cuban, 2009). Therefore, this chapter presents the three constructs of this study: digital materials (Vlogs) framed within Materials Development, blended learning framed within Information and Communication Technologies (ICTs); and finally, speaking skills framed within English as a foreign language.

Materials Development

In the classroom, teachers tend to create and use different materials to support their teaching practice. Moreover, thousands of books, audios and videos are available to aid teachers with this matter. However, the creation and adaptation of materials as a field was not a serious issue until the mid-nineties, when researchers decided to give account of it as the *Materials Development field* (MD hereafter). As such, Byrd (1995) was one of the first authors who published a guide for MD in the United States, and who was then followed by different authors such as Tomlinson (1998) and McDonough & Shaw (1998) who provided a relevant guide on the MD principles and procedures. In 2004, local researchers and materials developers Núñez, Pineda and Téllez (2004) elaborated on the key aspects for

developing instructional materials since most EFL/ESL teachers are creative professionals who have the potential to develop materials for their classes. Therefore, this field has been growing in the last decades and research studies have been conducted that have provided teachers-researchers with a better way to understand the process of how to create and implement materials in the classroom.

Besides, the definition of the MD field proposed by different authors, as mentioned above, has broadened teacher-researchers' knowledge. For instance, Tomlinson (2016), in one of his works defines this field as

“Materials development is a practical undertaking involving the production, evaluation, adaptation, and exploitation of materials intended to facilitate language acquisition and development. It is also a field of academic study investigating the principles and procedures of the design, writing, implementation, evaluation and analysis of learning materials” (p.2).

Likewise, Núñez and Téllez (2015) as local researchers have proposed that MD is a field of study that “focused on the effect of materials on the teaching-learning process of a foreign language” (p. 57). Therefore, such definitions allowed me as researcher to validate the importance of creating and adapting materials in the EFL classroom with the purpose of aiding students' EFL learning.

Materials development and EFL teaching and learning. Furthermore, there is a strong link between the MD field and the learning and teaching of languages. To this extent, Tomlinson (2008) dedicates a whole chapter focusing on the language-learning materials and the importance of truly understanding how it works and how teachers can improve their practices by following a certain path. As well, Núñez, Téllez and Castellanos (2012), Markee, N. (2001), Núñez, Pineda and Téllez (2004) and Núñez, Téllez and

Castellanos (2017b) have elaborated on the issue of innovating through the MD field in the EFL classroom. Furthermore, teachers tend to design and implement new materials for the EFL classroom to elicit students' language skills and to adapt and contextualize these materials for a specific population.

The need for contextualized materials. As Colombian teachers, we try to innovate in the EFL classroom by the creation and adaptation of new materials. In fact, authors such as Núñez, Téllez, Castellanos, (2017a) have worked on the development of EFL materials for the Colombian context and how to guide teachers in doing so. Consequently, these authors have set a MD framework that allows me as a material developer and teacher research to focus on why it is important to create and adapt materials for the learning and teaching of EFL. Therefore, Núñez, Téllez, and Castellanos (2012) explain that the field of MD creates innovative environments for three reasons:

One reason is that it entails a sequence of opportunities for decision. Another reason is that by doing so they become active agents of change in language teaching. The last reason is that in designing them they were able to address their students' needs and expectations (p. 27).

Likewise, these scholars proposed a materials development framework that guides the creation and implementation of research studies of in-service teachers which generate reflective environments.

To sum up, different authors have worked on how to recognize MD as a field of study and in fact, the ones mentioned above have proposed a set of resources, principles, guidelines, frameworks, among others, to guide teachers on the process of adapting and creating materials for the learning and teaching of languages. Therefore, a phenomenon that has called the attention of these authors is technology and its use in the MD field. As such,

Tomlinson (2012) argues that, “In recent years there have been radical developments in the use of new technologies to deliver language-learning materials” (p. 165). In this regard, digital materials, as a type of material, makes part of the MD field; thus, below I present vlogs as a resourceful didactic material for EFL teaching and learning.

Vlogs as digital materials. The world interconnection has brought thousands of ways to understand how people have changed their living and learning styles. Thus, the concept of classroom has evolved with the creation of virtual platforms, which provide teaching resources to foster better learning and teaching environments. Perhaps teachers have integrated these changes in different contexts, since the Internet, as a mass media link, has grown in the last 20 years and has created open spaces for knowledge. As an example, students nowadays prefer the use of computers, rather than sharing time with their classmates in the playground. As a fact, technology has transformed our lives and our ways of learning and working, as Tusting (2008) explains. In addition, she expresses how these New Literacies (NL hereafter) “have offered a fertile field for research...and much of this research draws out particular implications of such changes for education” (p. 317).

New literacies. The term NL was introduced in the educational field to consider how technology has affected this context. As a matter of fact, the way children understand the world has changed drastically, since “they can potentially use digital toys, tablets and mobile devices anywhere and anytime from much younger ages and earlier stages of language development than ever before” (Mills, 2016, p. 1). From this view, researchers and teachers are facing this change by using ICTs in the classroom, to handle new ways of understanding learning.

In addition, NL can be considered as an autonomous model of literacy as Street (2003) argues in his publication *What's "new" in New Literacy Studies? Critical*

approaches to literacy in theory and practice. Hence, he proposes how new literacies studies have become a constant research practice and he suggests NL as a model that:

Disguises the cultural and ideological assumptions that underpin it so that it can then be presented as though they are neutral and universal and that literacy as such will have these benign effects. Research in NLS challenges this view and suggests that in practice literacy varies from one context to another and from one culture to another and so, therefore, do the effects of the different literacies in different conditions (p. 77).

Consequently, he concludes by letting the reader understand that New Literacy Studies are under continual debate of what NL truly is for people in distinctive contexts, what they consider is “Literacy”, and how to immerse this phenomenon in “general issues of social theory regarding textuality, figured worlds, identity and power” (p. 88).

Media literacy. From a holistic perspective, new ways of literacy have grown as well as ICTs. Indeed, the way we used to read, write, listen and talk have definitely changed as technology has grown and literacy has adapted to people’s need. As an example, the use of YouTube, Blogs, Virtual Forums, Facebook, and many social media apps on the Internet have developed more tech-sufficient students who are able to uphold in any learning situation. In the same line of thought, Clavijo, et al. (2008) explain the relation between literacy and technology, terming this as *Media Literacy*. In fact, they argue that “these media are delivered via a variety of platforms including books, magazines, newspapers, telephones, personal digital assistants (PDAs), computers, games consoles, TVs, radios, CDs and DVDs, etc.” (p. 223). Hence, they believe that this combination between digital material (DM hereafter) and knowledge construction has enhances students’ language learning.

Furthermore, the use of virtual resources seems to contribute to the language classroom and generate a positive impact. For instance, authors such as Clavijo, et al. (2008), and Brown (2000) have done several investigations where they have analyzed how Blogs, Vlogs, Forums and Social Media websites have influenced the way students engage within the classroom, and the way these ICTs affect language learning. Consequently, Quintero (2008) concludes that, “Technology is the principal mediator to facilitate the design of the spaces” (p. 44).

Nevertheless, not only Internet has changed the way people think, live and learn; it has created a way of making people aware of the world outside by introducing online videos as well. Actually, these online videos appeared in the Internet in 1996 with the creation of the *Active Media Player* software. Then these were replaced by a revolutionary and recursive tool: YouTube (Treepodia, 2012). In this regard, and consequently, one of the studies, which has influenced this investigation the most is the one accomplished by Watkins & Wilkins (2011), since they address the many ways in which EFL teachers can make use of not only YouTube as digital materials, but other online streaming video websites.

Conceptualization of vlogs. YouTube, as a video-hosting-website, has allowed users to introduce a new type of blogging through recorded videos, causing a worldwide tendency. As such, Karmakar (2015) defines digital material as any type of material that is virtually kept on online platforms: “student electronic portfolios, classroom teaching materials, video recordings, computer programs, data sets, photographs, and art works: virtually any digital material” (p. 3). and vlogs, as digital material “are a form of online publishing, allowing everyone with web access and simple video production tools – such as a computer and a webcam or a cell phone with video capabilities – to create and post

content” as Molyneaux et al. (2008) defined them. In the same way, vlogs are considered as a revolutionary means of communication as Griffith and Papacharissi (2009) expressed in their investigation and authors such as Hung (2011) has proposed the use vlogs to reinforce the processes of learning and teaching in EFL environments. Therefore, vlogs as a non-authentic material allows teachers to enhance students’ learning through the use of technology.

Despite of the fact that YouTube can be an online learning environment, it has some limitations, which have called some researchers’ attention. In this regard, Watkins & Wilkins (2011) argue that YouTube “does not allow nudity, there is a fair amount of risky content and provocative language available. Teachers of younger students would be well advised to take this into account” (p. 118). In fact, and as mentioned above, the participants of this study are children, and this type of population cannot be exposed for security reasons to the Internet without control. Therefore, and by having the above-mentioned obstacle in mind, I deprioritized YouTube as the only video-hosting-website and selected Google Drive as the platform where students would be able to upload their vlogs.

Non-authentic digital materials. These digital materials, considered as non-authentic materials, because they were not first, created with academic purposes as Peacock (1997) asserted. Thus, the creation and adaption of vlogs for the learning and teaching of English as a foreign language became an innovative matter, since authors such as Hung (2011) tested the relevance of technology in the classroom as a motivation booster. In fact, he advised students to create and adapt vlogs as the only learning materials. Thus, Karmakar (2011) defines digital material as any type of material that is virtually kept on online platforms as “student electronic portfolios, classroom teaching materials, video recordings, computer programs, data sets, photographs, and art works: virtually any digital

material” (p. 3). Then, with this definition set, vlogs can also be part of the materials development field, since this virtual content will explode students’ learning and motivation, as Tomlinson (1998) proposes in SLA principles that apply for the MD field as well.

In summary, the development of DM is an influential research topic, which has caught the attention of different authors for decades. However, the constant updates of globalization and the creation of new ICTs have generated the need of adapting new ways to develop materials in the EFL classroom, but more relevant, the configuration of new mediums of communication such as Vlogging. On balance, the implementation of Vlogging may have a positive effect over EFL speaking skills, since they are the first skills used by students when creating the digital material (vlogs) for this study.

Information and Communication Technologies (ICTs)

The effects of World War II were not only negative, in fact, the term Information and Communication Technologies, mostly known as ICTs, evolved from this military battle. Thus, technology invaded many different contexts with the creation of the radio, computers and the Internet. Nonetheless, this technological development was introduced in education to foster learning and teaching processes immersed within communication aims. On this basis, Quintero (2008), argues in one of her studies that thanks to ICTs in education “teachers have new tools that can provide students with opportunities to interact with virtual communities while at the same time they can construct knowledge and exchange cultural issues with the participants” (p. 16). Consequently, technology has aided teachers in transforming the classroom by using these new learning tools.

However, the “old” technologies have improved and new ICTs resources have replaced them in the last decades. For instance, the telegraph, replaced by the phone and subsequently replaced by the cellphone; and the radio, dismissed by the television, which

later was replaced by new ways of online streaming. Even though new technologies have been adapted to humanity and have been improving and changing, these antique tools were far-reaching for the development of educational purposes as Cuban (1986), referred to in his study, where the author presents a timeline over the usage of ICTs in the classroom since the 1920s. The term Information and Communication Technologies, presented with the acronym ICTs as abovementioned, has been evolving and changing dramatically over the last 20 years, as reported by UNESCO (1998).

Conceptualization of ICT's. Since technology advances and upgrades every day, I deemed pertinent to present a set of definitions of different authors since 2002 until 2016, and their relevance as a matter of study for many years now. To start, Blurton (2002) presented ICTs as a “diverse set of technological tools and resources used to communicate, and to create, dis-seminate, store, and manage information” (p. 46); the term did not imply educational purposes. Then, Smeets (2005) claimed that, “ICT provides opportunities to access an abundance of information using multiple information resources and viewing information from multiple perspectives, thus fostering the authenticity of learning environments” (p. 344); as such, the term rose in learning environments. Besides, Clavijo, et al. (2008) affirm that ICTs “offer opportunities for treating teaching and learning as truly social activities where knowledge is built through interaction and dialogue rather than lectures and recitation” (p. 244). In fact, ICTs can boost students’ learning. Finally, Butcher (2015) brought to light that the matter of study “allows for much easier and cheaper production and dissemination of knowledge through various media” (p. 26). Yet, the term ICTs defined long ago and studied through constant research has analyzed its role in the EFL classroom.

Nevertheless, the previous definitions brought forward the idea that ICTs in the educational field have evolved to fulfill the needs which globalization generates. Having this said, Tinio (2003) argues that:

Concerns over educational relevance and quality coexist with the imperative of expanding educational opportunities to those made most vulnerable by globalization—developing countries in general... Global changes also put pressure on all groups to constantly acquire and apply new skills (p. 3).

Therefore, the classroom has become a relevant stage of test for teacher researcher and it has provided the possibility to develop new methodologies and approaches such as blended learning (BL hereafter) when using ICT resources.

In the following constructs, I will present the literature regarding blended learning and its connection with this study.

Blended Learning. The constant production of new technological tools have stimulated the creation of new teaching approaches, which combine face-to-face and online learning; as such, the use of the term BL, introduced more than 20 years ago, and the numerous definitions emerged from the different investigations. In fact, Lim, Morris and Kupritz (2007), argue that BL is not an easy term to define, but they came up with certain ideas that aid in understanding the term, without providing a definition per se:

(a) A learning method with more than one delivery mode being used to optimize learning outcomes and to reduce cost associated with program delivery, (b) any mix of instructor-led training methods with technology-based learning, and (c) the mix of traditional and interactive-rich forms of classroom training with any of the innovative technologies (p.28).

Indeed, BL arose in the classroom to assist teachers in face-to-face learning. However, technology has generated a demanding interest among students since, as above mentioned, BL is a constant innovative strategy.

Although many teachers still follow the traditional learning methods, others have adopted the use of new ones like BL. Thus, Signes and Pennock-Speck (2007) (as cited in Pennock, 2008) mentions that, “We focus on blended rather than distance learning not only because it is institutional policy, but because our research has shown us that students prefer it. Thus, as researchers we are focusing more on the use of new resources to engage students within the classroom, which create motivating learning environments rather than following the same paths of using classic methods.

Additionally, blended learning has been used not only in the EFL classroom but also in many other language contexts, where the use of technology is compulsory. Moreover, this method is centered on the learner and not on the teacher, since its principals describe how to guide and combine face-to-face and e-learning with the students by implementing tools used by the teacher in any subject. In this matter, Shih (2011) presents in his study how blended learning can be used in the teaching of English as a mother tongue through Facebook and peer-assessment when focusing on writing processes. Consequently, teachers are experiencing and using different didactic resources to engage what seems to be the new contexts of students: their real and virtual lives.

Blended learning framed within E-learning. Nevertheless, many other strategies that provide online tools yield ambiguity with blended learning. In fact, the Internet has provided many other ways to explore this field. However, Garrison and Kanuka (2004) argue how blended learning is different from these other online tools and how they are referenced within E-Learning as presented in the following chart (see Figure 1).

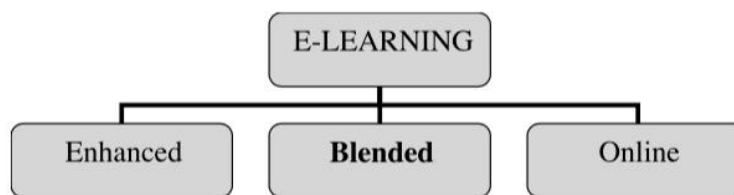


Figure 1. BL framed within E-Learning (Garrison and Kanuka, 2014)

Blended learning framework. Thus far, blended learning has been a relevant topic for language classroom research as mentioned above and different authors have stated their vision about BL as a concept, its effects and characteristics. Nevertheless, this literature review would be incomplete without mentioning one of the first authors who has studied the factors that may influence BL: Khan (2012). Moreover, he created an octagonal framework that aids the teacher's practice when using BL in the classroom as cited in Singh (2003). Hence, by analyzing this octagonal framework, readers can infer how learning and teaching processes are the outcome of combined factors.

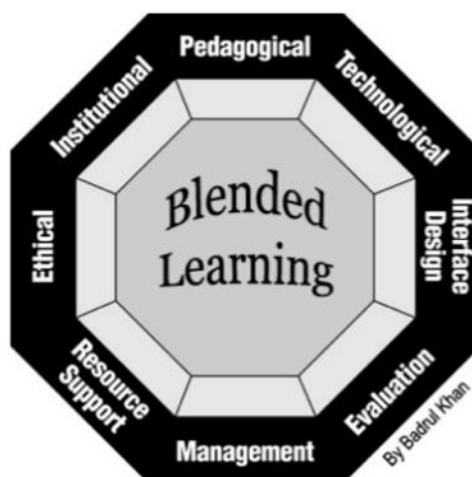


Figure 2. Khan's Octagonal Framework (Khan, 2012)

In conclusion, the term BL is highly connected to educational settings. In fact, there is constant research on the matter as stated by Neumeier (2005), "In the realms of BL there

is still a lot of undiscovered territory to be explored and mapped out” (p. 176). Likewise, Garrison and Kanuka (2004) argue that, “It is essential that researchers begin to explore the impact of blended learning in achieving more meaningful learning experiences” (p, 104). In fact, this study intends to explore and describe the impact that BL can have in the classroom through the creation of digital material to enhance students EFL learning. In the following construct I will present speaking skills framed within English as a Foreign Language.

English as a Foreign Language

Over the past decades, many different issues have affected society from an economic and political perspective. For instance, wars, the constant change of money currency, religion and technology advancement have affected human kind during this period. Thus, these situations generated new and different perspectives of understanding the world, and the consequences that globalization has brought with them. Furthermore, one of the countries that has maintained its status as world power is the United States and it has been proven that it has a relevant effect over the decisions made around the world. Hence, the integration of these economic and political issues has generated the necessity to foster further language skills and cultural awareness among people (Van Deusen-Scholl, 2008).

Therefore, ever since technology has brought new literacies with it, and the United States (even more than any other English-speaking country) has been in charge of expanding this phenomenon, peoples’ speech has radically changed. As such, American TV shows, singers, books, magazines, web pages, among others, have expanded over the last decade through ITCs, generating interest in people to learn English worldwide. Hence, in a context like Colombia, English is taught as a foreign language (EFL) and many authors have worked on the different factors, which aid the learning and teaching of EFL;

motivation, feedback, learning styles, languages skills, among others. As example, Colombian authors such Clavijo et al. (2008); Escobar (2015); Espinosa, González and Moreno (2014); and Quintero (2008) have worked on this matter of study. Consequently, EFL has become highly influential in schools for the last decades and different types of research have allowed us to understand how people learn and teach English abroad as well as locally.

Nevertheless, it is relevant to explore the EFL field from the perspective of different international scholars. Thus, Kumaravadivelu (1994) was one of the first authors to frame English within foreign language contexts and his studies, books and research articles have proposed many methods to explore, analyze, and understand how EFL affects the classroom. “We have also witnessed the emergence of alternative ideas that implicitly redefine our understanding of method” (Kumaravadivelu. 1994, p. 27), for learning and teaching purposes. Consequently, the term TESOL (Teaching English to Speakers of Other Languages) emerged in the research community to join the idea of teaching and learning English for people who speaks other languages worldwide.

Speaking skill. While developing social interaction and communication factors as part of learning in the classroom, the speaking skill has evolve. In fact, Escobar (2015) proposed a set of linguistics configurations when spoken production is present in the EFL classroom. In fact, he asserts that, “The geographical distance of Colombia from English-speaking social environments suggests a separation between English learners and the sociocultural elements that create, form, configure, and transform their target language” (p. 115). In consequence, the above-mentioned citation made me reflect as researcher that as teachers, we have to elicit the students’ speaking skill as much as possible. Besides, as our students are not in the target-language context, it becomes mandatory to include

methodologies, methods and approaches in our pedagogical practice that generates positive results when learners are developing the speaking skill in the EFL classroom.

Additionally, when understanding what speaking truly means, there is a misconception about memorizing the language rather than analyzing and producing it. Thus, Tarigan (1990) exposes how speaking is understood as a skill found in thousands of languages that is acquired during the first stages of life and goes beyond the process of keeping memory of it. Hence, students do not memorize speaking as part of language learning but they construct meaning, produce, receive and process information as Burns & Joyce (1997) propose. However, there is a gap between *acquisition* and production of the speaking skill in an L1 and the *learning* and production of an L2, since they do not share the same language components.

Yet, speaking is considered one of the language skills, along with listening, writing and reading. In fact, Widiastuti (2008) argues that there are five components when speaking which are fluency, vocabulary, grammar, pronunciation and comprehension, which complement the process of learning or acquiring a language. Hence, as the speaking skill is a complex web of ideas, authors such as Orwig (1999) and Brown (2007) propose to disassemble the features that represent the speaking skill and thus came up with the concept of micro-speaking skills which describe the components that encompass the speaking skill.

Micro-speaking skills. As mentioned above, this study relates to the speaking skills and thus it is important to mention that Orwig (1999) proposed one of the first definitions of what speaking skills consist of. Thus, she argues that, “Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.” Thus, she affirms that speaking has different

micro-skills which was also proposed by Brown (2007). He states that some of the speaking micro-skills are production of chunks of language, stress patterns, the use of a correct number of words, pauses, fillers, self-corrections, backtracking and the use cohesive devices.

As such, these speaking micro-skills are a matter of relevance when designing materials focused on how to elicit spoken English since they allow us to understand the concept of language forms and language functions. Therefore, when designing and implementing the lessons focused on vlogs throughout this study, as researcher, I took into consideration two aspects: the definitions provided by Brown (2007) and the purpose of each micro-skill throughout the development of this study. :

When learners are able to generate and speak small pieces of language connecting different linguistics patterns, they develop the first micro-skill: *production of chunks of language*. When they recognize proper intonation and accurate pronunciation of words, they develop the second micro-skill: *stress patterns*; when the students are able to make *pauses* to conclude an idea and want to go on expressing another idea or allow the other to speak, this is the *filler of language*. In addition, students who are able to connect different meaningful words in a sentence and make sense when communicating ideas, they enhance the fourth micro skill: *the use of a correct number of words*. Furthermore, by developing the lessons focused on vlogs, students were able to analyze how feedback works, and how to correct themselves during the process developing the micro skill of *self-correction*. Therefore, students who are able to communicate ideas previously said, to complement what they want to convey, develop *backtracking*. Finally, students who are able to connect ideas by making use of language connectors, incorporate *the use cohesive devices*.

Speaking skill within an EFL teaching context. In addition to the impact of using different teaching resources, the level of exposure to the target language affects the students' development of foreign language skills directly. To this extent, authors such as Espinosa, Gonzáles and Moreno (2014) present a study where they propose some factors that may affect the process of learning English as a foreign language.

Despite the importance of feedback, it is not the only determining factor in EFL success: self-assessment, negotiation procedures, motivation, attitudes, environment, expectations, relationships, tone of voice, context, age, cognitive abilities and starting level of proficiency in the FL have a direct effect on the effectiveness (p. 41).

Consequently, they argued that a successful EFL context has direct impact on language learning. Besides, they explain that EFL teachers should implement different target-language methodologies and learning strategies, to engage and motivate students to use their speaking skills as much as possible.

Likewise, teaching a foreign language can be a complex process if the necessary tools are not well-incorporated within the EFL teaching environment. Thus, Oxford (as cited in Núñez, 2011), proposes a set of learning strategies to develop through the creation and implementation of material with the purpose of learning and teaching EFL. In fact, she defines learning strategies as the "steps taken by students to enhance their own learning" and some years later she published a more elaborated definition that suits the aim of this study:

"specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new

language. Strategies are tools for the self-directed involvement necessary for developing communicative ability" (Oxford, as cited on Núñez, 2011).

Thus, the Materials Development field recognizes learning strategies as a relevant aspect, since these allow improvement and success in language learning, once they are adapted and implemented by the student.

Similarly, Oxford (1990), proposes a complete description of these learning strategies and breaks down the concept in a way that it is understandable by teachers as well as text developers. This allows them to identify easily which strategies fit better in the construction of the materials depending on the skill they want to focus on. As such, she classifies learning strategies in two main groups: *direct strategies* and *indirect strategies*. The first refers to the strategies that contribute directly to the learning and uses the language as a subject matter; these are sub divided in three groups of strategies: memory, cognitive and comprehension strategies. The second one allows an indirect contribution to the learning, and is sub-divided into three groups: metacognitive, affective and social strategies. Therefore, the strategies selected by the author of this investigation, which suits the purpose of eliciting the speaking students' skill were: representing sounds in memory, recalling vocabulary, discussing your feelings with someone else, and developing cultural understanding, within the classroom. These speaking strategies were developed during the implementation of the six virtual lessons, focused on video blogs-vlogs.

In conclusion, the intention of this literature review was to describe and support theoretically the main constructs of this study. In the following chapter, I will present the methodological design of the current study and its components.

Chapter III

Methodological Design

Research Design

To analyze the impact that digital materials could have on fourth graders' speaking in an EFL context, I decided to work from the perspective of qualitative research since it facilitates the "development of the hypothesis before, during and after the data collection" (Hernández et al., 2003, p. 12). This chapter describes the research approach, the type of study, the description of the participants, and the instruments used to gather data.

Approach and type of study. Whenever the term "*research*" comes fore, it may create an instant relation with numbers and scientists. Therefore, this term constantly relates to science rather than education. Although the classroom environment could offer many different data to be analyzed in numbers, there is a research approach that allows the investigator to go in depth with different emerging phenomena, which cannot be measured in numbers. This is the reason why this study focused on a qualitative perspective rather than quantitative.

Besides, Lichtman (2012) provides a definition that complies with the purpose of the present investigation:

Qualitative research is a general term. It is a way of knowing in which the researcher gathers, organizes, and interprets information obtained from humans using his or her eyes and ears as filters. It often involves in-depth interviews and/or observations of humans in natural and social settings. It can be contrasted with

quantitative research, which relies heavily on hypothesis testing, cause and effect, and statistical analysis (p. 5).

Thus, as the author expresses in the above-mentioned quote, the researcher is the one in charge of observing, gathering, and analyzing the context by her/himself by considering different factors that could bias the implementation of the investigation. Subsequently, as the classroom, not only viewed from a statistical stance but from different social and educational phenomena, a qualitative approach guided this study: it allowed me as a researcher to analyze a specific situation/phenomenon in a learning and teaching environment. Thus, this approach was highly connected with the type of study selected, which is Action Research (AR hereafter).

Lewin, (1946) Kemmis and Mc Taggart (1988), Cohen, Manion & Morrison (2013) and Burns (2015) have developed several investigations to analyze the role of action research in the educational field. Additionally, Kemmis and Mc Taggart (1988) proposed an accurate definition standing on the changing factors of that time, which served as foundation to understand action research almost forty years later:

Action research is a form of *collective* self-reflective inquiry undertaken by participants in social situations to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out...The approach is only action research when it is *collaborative*, though it is important to realize that the action research of the group is achieved through the *critically examined action* of individual group members (p. 5).

This definition was highly connected to the classroom, since the scholars conducted their investigation analyzing the role of teachers in different types of contexts.

In addition, Burns (2015) has been working on the analysis of action research from the perspective of these authors over the years and has exposed a definition, which suits better for the present study. She came up with a proper definition that fits modern age. Besides, she argued that the best-known model to work with Action Research is the one presented by Kemmis and Mc Taggart (1988) and explained it through the following definition:

Action research can therefore be a way of bridging the gap between the theoretical ideas that teachers learn in teacher training and professional development courses on what they need to do in their own school and classroom context with their colleagues and students (p. 4).

In light of this, as teacher researcher, I decided to select the action research cycle presented by Kemmis and McTaggart (1988), from the perspective of Burns (2015) presented in figure 3 below. It allows planning, acting, observing, and reflecting upon a social and education phenomenon, which needs to be changed, and which is suitable for the development of this research.



Fig. 3. Action research cycle according to Kemmis and Mc Taggart (1988) from Burns' perspective (2015)

Various models of Action Research are accessible since different authors have worked on the influence of this research methodology in the education field. However, there is a feasible action research cycle developed by Kemmis and Mc Taggart (1988) from the perspective of Burns (2015). These authors provide a spiraling process to describe AR by following four phases: plan, act, observe, and reflect.

Participants. Students and myself as teacher-researcher and text developer participated in this study.

Students. This study was carried out with a group of twenty-one students from fourth grade, at Liceo Los Alcázares private school. Five of them were chosen as the research sample. They were three males and two females with an age range from seven to nine years old. These students were selected by the convenience sampling technique. Ross (1978) defines this type of selecting criteria as “a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher” (p. 7).

Teacher-researcher and text developer. From my view, as a teacher and as a researcher, I have the power to change my students’ view of the world in a positive way. Thus, my role as a teacher and as an investigator has to be an agent of change in the perspective of EFL learning, mentor of well-rounded students and a facilitator of knowledge, as expressed in the following statement: “Teachers are changing their traditional roles and moving to new ones. They become active participants, monitors, consultants and guides when they work closely with their students' language learning and help students develop better techniques for learning” (Yang, 1988, p. 128). Moreover, teachers play multiple roles within the class atmosphere and get involved within the process.

Additionally, I also assumed a relevant role as text developer. In fact, I wanted to create learning environments by taking into consideration the design, implementation, and analysis of material with the purpose of generating a context of fruitful EFL experiences for my students. Indeed, there is still a potential need of creating and implementing different types of materials in the Colombian context as affirmed by Núñez et al. (2009), Núñez et al. (2013) and Núñez and Téllez (2015). I do believe that there is more that can be addressed, regarding this topic, that could innovate the field of Materials Development. I agree with Ramos & Aguirre (2014) when they assert that “materials devised by English teachers tend to stimulate students’ learning process because they introduce changes and new ideas, they invite students to take part in demanding learning activities, and they attract students’ attention” (p. 136). Accordingly, that is one of my goals as well-rounded professional; to be able to motivate students through appealing materials. Hence, my role as a text developer is to aid students’ successful learning and to innovate in the materials development field.

Data Gathering Instruments. To analyze the impact that digital material had on fourth graders’ speaking skills in an EFL environment, I used students’ artifacts, a teacher’s journal, voice recorded interviews, and surveys. Thus, these instruments were piloted with a group of third graders with similar characteristics to the ones involved in the study.

Students’ artifacts. Students usually create different types of products in class, such as handcraft, paper sheets, and even notebook activities. As such, this type of students’ production is called artefacts which are of interest to researchers. According to LeCompte & Preissle (1994) these consist “of products people use, objects people make, and records of what they do, say, produce, or write” (p. 1). I used the videos that were created by my students as the artifacts in this study. In fact, the data collected from these videos was organized in a transcription video format (See Appendix E).

In addition, and even though these instruments seem to be only physical, there is another way to analyze students' artifacts when they are in a virtual platform since "researchers are beginning to analyze the patterns of learner pathways and decisions they make as they proceed through computer-based lessons" (Savenye & Robinson, 1996, p. 1058). Thus, in this study I created face-to-face environments as well as virtual lessons focused on video blogs –vlogs.

Thus, students designed and created six different videos about the topic proposed for the session, where they could elicit their speaking skills by describing different contexts. Hence, these video vlogs provided a different perspective on EFL learning and had an impact on students' speaking skills.

Teacher's journal. In an intent to analyze in detail the contexts and the experiences, which the teacher perceived, it was necessary to include a teacher's journal where he could take notes of all of the main characteristics and highlighted comments that came up along the process. In this regard, Cohen, Manion, and Morrison (2013) argue that when doing action research, it is a matter of importance to keep a "*personal journal* in which we record our progress and our reflections about two parallel sets of learning: our learnings about the practices we are studying...and our learnings about the process (the practice) of studying them." (p. 229). Thus, I designed a teacher's journal by taking into consideration these two aspects, in which I wrote all of the salient features that students prompted (Appendix D).

Voice recorded interviews. Nowadays, the perspectives, which students have regarding the classroom activities has changed. The new era has provided them with different tools to achieve successful learning. For this research, it was relevant to identity the perception of the students after the implementation of the pedagogical intervention. Accordingly, the researcher decided to design an oral interview, where students would

speak their voices out and express their feelings and opinions related to this intervention. In fact, this instrument was selected because, in interviews, the “topics and issues to be covered are specified in advance...Interviews remain fairly conversational and situational” (Cohen, Manion & Morrison, p. 271). Besides, it allows the researcher to transcribe these recorded situations to be analyzed later (Lee, 2004). On this basis, the voice recorded interviews provided me as researcher to keep track of my student’s perceptions and their use of English after the implementation of the virtual lessons focused on video blogs (vlogs).

Survey. According to Brown (2005), a survey is necessary to collect the perceptions of students and teachers about the EFL environment. This instrument was selected since “surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events” (Cohen, Manion & Morrison, p. 199). I designed a survey, adjusted, and implemented it to collect data after the pedagogical implementation (one survey per student). I piloted these surveys after the first face-to-face lesson, which focused on the completion of the video blogs (vlogs) and applied on the last face-to-face sessions of the study (See Appendix A and B).

Instructional Design

The learning and teaching of a foreign language can be a difficult process when the environment does not provide the necessary instruments to guide teachers. My most relevant concern in the EFL classroom was how to guide and improve students’ speaking skills through the implementation of vlogs, as a type of digital material. Therefore, in this section I will describe the pedagogical intervention, the instructional objectives, the intervention as innovation, the theory of the nature of language and language learning, the

methodological approach that underlies the intervention, the connection of the pedagogical intervention with the research question and the instructional phases created to implement the study. Finally, I present a sample of one of the lessons.

Pedagogical intervention. This study focused on the creation and implementation of virtual materials (lessons focused on video blogs (vlogs) to influence fourth graders' speaking skills within a blended learning EFL context. Moreover, it followed two different aspects: face-to-face and virtual learning. This model is called a flipped classroom that according to Tucker (2012), the main objective of the flipped classroom "is to flip the common instructional approach: with teacher-created videos and interactive lessons, instruction that used to occur in class is now accessed at home, in advance of class" (p. 1). With this regard, the MD field has brought to light that similar components of Second Language Acquisition (SLA henceforth) are integrated in the EFL learning and teaching domain since both are framed within English Language Teaching as Jenkins (2006) argues. Thus, Tomlinson (2010) affirms that, "Language learning materials should ideally be driven by learning and teaching principles" (p. 81). In light of this idea, he proposes fifteen different SLA principals to guide the MD field (as cited in Núñez, et al., 2009, p. 43). As a researcher, I pretended to explore the connection between six SLA principals and this investigation.

To begin with, a relevant factor when teaching a second language, which could aid the response of the learner, is the impact generated by the material at first sight; also, the content must be appealing and attractive for the learner. For this reason, I decided to create and implement virtual lessons focused on video blogs (vlogs) in the EFL classroom, since students were getting captivated by the content of YouTube as an innovative platform

(Hung, 2011). In short, they had to design, create, record, edit, and upload their own videos by making use of EFL.

Secondly, the way students feel in the classroom is represented in the goals successfully achieved by them. In fact, materials have to generate self-confidence among students, which as a researcher, I consider as a matter of importance since learning a language can be a stressful process. With the creation of students' vlogs, they felt free to explore their own EFL skills through, relaxed and self-confident learning environments.

Thirdly, it is relevant to explore how students' attention is conscious or unconscious when exploring the language with the teacher's guidance. Therefore, the creation of non-scripted videos can possibly generate an understanding of the gap between their first language and the target language. Besides, they were able to speak naturally and in their own context without focusing on the language learning itself.

In addition, the learners' communication and speaking skills were impacted through the use of digital material. Thus, students were exposed to the foreign language, which demanded the creation of environments where the use of the target language was compulsory (Espinosa, Gonzales and Moreno, 2014). Consequently, learners were expected to make use of their English-speaking skills before, during, and after the creation of the vlogs by fostering the language use.

Furthermore, blended learning provides the possibility of combining face-to-face and virtual sessions (March, 2012). As a result, this approach allows the teacher to rehearse and consider the positive effects and the importance of well-provided instructions, since the students receive them in two types of sessions. Thus, teachers ought to provide the necessary resources to adjust these instructions to fit students' learning needs.

Finally, this study helped to analyze the impact generated when using digital materials (Vlogs) on students' speaking skills and to see how students make use of this tool to learn. Therefore, the creation and adaptation of materials are expected to aid the learners' self-investment and different speaking strategies such as: representing sounds in memory, recalling vocabulary, discussing your feelings with someone else and developing cultural understanding, within the classroom. Furthermore, as a researcher as well as a teacher, I intend to explore and promote my students' speaking skills by innovating in the English as foreign language classroom and thus contributing to the Colombian educational context.

Instructional objectives. To develop the instructional design, I stated the general objective as to create and implement digital materials (six after the virtual lessons focused on video blogs (vlogs) to affect fourth graders' speaking skills within a blended learning environment in an EFL context. To achieve the above, I posed the following specific objectives: (a) To elicit students' motivation through the use of digital materials in the EFL classroom; (b) to create a suitable learning environment to make students aware of the benefits of BL; and (c) to encourage students to apply a set of speaking strategies to complement their learning of EFL.

Intervention as innovation. Nowadays, there is a wrong perception about innovating in the classroom, which leads teachers to think that only new concepts are considered as innovative teaching. However, authors such as Bildfell (2015), considers that innovative teaching is "an intentional series of student-focused actions an invested educator can take to stimulate students' ability to meaningfully and creatively engage with the material to stimulate interest and advance their knowledge" (p. 1). In addition, Núñez et al (2009) and Núñez, Téllez and Castellanos (2017) argue that "innovation helps students fill their learning expectations and lets teachers be more creative and productive" (p.58) Hence,

these definitions seem to be highly guided by the role of the teacher as a mentor who elicits students' *meaningful* learning, motivates them with different materials, and creates environments where students feel comfortable when learning. In fact, this study seeks to be influenced by the aforementioned statements.

As far as innovation is concerned, the researcher considers that this study was innovative since a study of this nature has not been conducted at the Liceo Los Alcázares School before. There have been different studies conducted in the Colombian context, mentioned in the related studies section, where the teacher used technological devices to solicit students EFL learning. However, none of them designed, created, developed or implemented vlogs to elicit students' EFL speaking skills in a Blended Learning environment. Besides, the design and implementation of virtual lessons focused on videos-blogs (vlogs) is also an innovative matter for the EFL field of study, since vlogs allow students to develop several skills like: design, create, plan, among others.

The theory of nature of language and language learning. Globalization has brought many ways in which students may feel engaged with the class. Thus, the self-expression perspective allows the teachers to understand how language learners discover “a sense of personal meaningfulness in their language learning” (Tudor, 2004, p. 1). Therefore, the scouting of their own context by using the L2 allows students to perceive language in a meaningful way.

The social interaction produced in the classroom is a relevant factor for the student's learning process. However, and as technology is embracing our students' context, the necessity to expand these learning environments has become essential. Thus, virtual environments allow, teachers as well as students, to engage with the learning process without losing its purpose. Thus, the role of affect is fundamental to accomplish the above.

Methodological approach underlying the pedagogical intervention. The Blended Learning approach was created and adapted by different authors, such as March (2012), to combine what is usually called face-to-face session with virtual learning. This approach suited the development of the study, since the investigator decided to join the two main concerns he found after applying the needs analysis: lack of speaking skills development, as part of the face-to-face sessions, and the need of creating digital material that motivates students, which is part of virtual learning. Garrison & Kanuka (2004) define, propose and explore this combination of learning, where they analyze the impact of these two types of sessions on students learning.

Nowadays, the use of ICTs in education has provided the possibility to spread successful results in the EFL context. The specific combination of teaching in the classroom and having learners explore virtual sessions was defined as the Blended Learning Approach (BLA hereafter), (March, 2012). BLA was selected for the implementation and design of vlogs, as digital material. Griffith and Papacharissi (2009) argue that, “Vlogs may appear to be one way of communication — the vlog creator posts a video and the audience examines it — but interaction develops if audience members utilize the comments section available on most vlogs” (p. 3).

Connection of the pedagogical intervention with the research question. The development of effective and creative materials for the learning of English as a foreign language has been an issue directly related with this research. Núñez, et al. (2009) have set the principles and a suitable framework related to materials development for EFL environments in the Colombian context which I took into account for developing this study. Therefore, different factors impact the creation and implementation of materials designed for language and research purposes. Thus, students, teachers and the context are

determining factors that allow text developers to further analyze the significance and effect the materials may have in a specific setting. In fact, other factors shape effective instructional materials like the theory of language and language use and the theory of language learning as Richards (2005) argues. Thus, there is a clear connection with the MD field and this research process, since the question of this study links three newfangled topics: Materials development, speaking skills and blended learning approach. Taking this into consideration, Richards (2005) proposed some course principals of MD research based on motivation strategies, which I will connect with this present study in the following way:

Motivational Strategies	Features	Connection with my pedagogical intervention
Generate and maintain interest	Connect students; they can relate all tasks to their own interest and experiences	The design and creation of vlogs allowed students to link their contexts and to feel motivated to participate
Promote success	Connect students; they are provided with adequate preparation and support for tasks throughout the learning process	Students participated in both face-to-face and virtual lessons (BLA); they were familiar with the topic found in the digital materials
Promote fun in learning	<i>Connect</i> games and game-like activities makes learning fun	Digital materials were thought from the beginning to engage students in learning. Thus, they experienced vlogs as an extra-curricular activity and not a class demand. That way, they felt free and motivated.
Provide opportunities for students to speak about themselves	<i>Connect</i> personalization tasks offer opportunities for students to use target language to speak about themselves	The topics selected for the digital materials (lessons focused on vlogs) were related to their personal life; my house, my family, my favorite vacation, etc.

table 1. Richards' course principles (Richards, 2005)

Instructional stages. As mentioned before, these were described from the perspective of Kemmis and Mc Taggart (1988) and McNiff (2000) mentioned in Burns

(2015). These authors proposed four action research stages that are feasible with this study: planning, acting, observing and reflecting. Thus, it is important to define the MD framework that guided this study. Núñez et al (2012) propose an accurate MD framework that suits this study.

The action research acting phase is divided into five sub-phases that allow the research to go in depth in regards to the pedagogical implementation: Ground recognition, trialing, collecting, questioning, and feedback.

Ground recognition. The engagement that students develop during the process of this investigation could have been affected by the way instructions were given. Therefore, this phase allowed the researcher to first, present the study to parents, the principal, and the students. Second, to provide the necessary information through the informed consent (Appendix C) and the meeting proposed for students to clarify doubts. Third, to receive any type of feedback from the participants. Finally, the researcher selected the topics that students worked on during the trialing sessions. The topics were chosen following the Cambridge Flyers Exam vocabulary. The following topics were selected: my house, my school, my park, my favorite vacation, describing my people, and my city.

Trialing. The researcher had already chosen the population and the context that allowed him to proceed with the investigation process.

Collecting. Then, the investigator applied and collected the information of the needs analysis to understand the concern and how to implement the action research cycle properly.

Questioning. Finally, the researcher went in depth by questioning the concern and the innovative aspect of the study.

Feedback. Espinosa, Moreno & Gonzales (2014) argued that “in every academic environment a feedback process is required to help learners and teachers to improve their performance” (p. 1); and that “it has a remarkable influence on success when learning a foreign language” (p. 40). As a teacher researcher, I considered relevant to include a feedback phase in this specific investigation, where all the participants engaged in this process could speak about their thoughts and what they considered were positive aspects or what could be changed to improve. Without a doubt, the feedback provided by the students, parents, principals, colleagues, thesis director, and even self-feedback were considered as valuable, since these allowed improvement.

Proposed material development framework. Nowadays, there are different and accessible theories proposed by scholars who have worked on the MD field and who have specifically proposed frameworks and theoretical foundations for the creation and implementation of materials for learning environments. In reference to this matter, authors such as Graves (1996); Jolly & Bolitho (1998); Masuhara (1998); Núñez, Téllez & Pineda (2004); Núñez and Téllez (2009); Núñez, Téllez, Castellanos, Ramos (2009); and Núñez, Téllez and Castellanos (2012) have guided this field for the last three decades. As such, in the following paragraph I present a general review of some of the most relevant frameworks proposed by the abovementioned authors.

As part of the first frameworks proposed in the MD field, Graves (1996) argued that there was a need for adapting a “framework of components” that could aid teachers on this matter; these seven components were: *needs assessment, defines goals and objectives, conceptualizing content, selecting and developing materials, organization of content, and activities, and evaluation*. However, Masuhara (1998) decided to take into consideration some of these components to propose what she called a “course design procedure” with five

steps: *needs analysis, determine the goals and objectives, methodology of the materials, testing, and evaluating*. Hence, in the same year, the Jolly and Bolitho (1998) argued that a framework for materials writings was a need. In fact, they proposed five stages to be followed: *identification of needs, pedagogical realization of materials, finding appropriate exercises and activities, physical production, and production and use of the material by students*. In fact, the abovementioned authors were the ones who proposed different theoretical foundations internationally for the MD field and who guided and encourage the national scholars to propose their own.

In the same way, and for the Colombian context, there were also some authors who argued the need of proposing an MD contextualized framework to guide teachers when developing materials. Thereby, Núñez, Pineda and Téllez (2004) presented “the process of course and material design” where they propose five different stages: *needs analysis, objectives, which skills should materials aim at?, selection and sequence, assessment, and evaluation of goals achieved*. Nevertheless, through experience, they found out that there was a need to elaborate on this process, so Núñez and Téllez (2009) came up with the “essential components in the process of creating and adapting materials” with a reconsidered structure of seven stages: *needs assessment, selecting goals and objectives, content, selecting and developing materials and activities, organizing content and activities, and evaluation*. In addition, Núñez et al. (2009) assessed these principals and proposed an improved version called “the materials development scaffolding scenario 2” where they presented five stages: *needs assessment, needs analysis, developing the materials, revising and evaluating the materials, and piloting the materials*. Finally, Núñez, Téllez and Castellanos (2012) proposed an updated version called “MD framework” by following seven stages: *needs assessment, identifying the method and the approach*

underlying the materials, selecting goals and objectives, selecting and organizing content, organizing activities, assessing, and trialing. Hence, these frameworks and theoretical support of the MD field have guided hundreds of Colombian teachers when creating and implementing materials in their learning contexts.

As a matter of fact, and by taking into consideration the scholars' proposals mentioned above, I present the MD theoretical and contextualized framework that best suits this study. Hence, I argue eight systematic stages to engage within the process of designing and implementing materials: *needs analysis, identifying method or approach, determining the general goals, designing the syllabus, sensitization, developing the materials, assessing your material*, and finally, to complement, I decided to add a *feedback* stage to complement the combination between the MD framework and both parties' perceptions: teachers' and students' regarding the developed materials. Therefore, I describe each stage in the paragraphs below:

Need analysis. I conducted a survey (see Appendices A and B) to identify the main factors that would guide the study. Besides, I stated the problem, the research questions, population and the rational for this investigation as it was stated in chapter one.

Identifying method or approach. As part of recognizing the main concern, I decided that I wanted to create digital material, to engage my students into motivational EFL lessons. Thus far, I selected blended learning approach, which allowed me as teacher to divide the sessions into two: Virtual lessons focused on video blogs-vlogs, which were develop trough a flipped classroom model and with no guidance by the teacher. After this, the face-to-face sessions where they could describe their perceptions about the lessons and the topic itself.

Determining the general goal. Then, I set the main goals for my students to develop the process during the implementation. I came up with one general research objective and four specific objectives. In addition, I set one instructional general goal and three specific instructional goals, which are interrelated.

Designing the syllabus. After that, I designed the syllabus I wanted to follow and the patterns I wanted to establish to design and implement the materials through 6 virtual lessons focused on video vlogs (vlogs). In fact, I selected 6 different topics that were interesting for both parties: students and teacher-researcher; my house, my school, my park, my favorite vacation, my family, and my city.

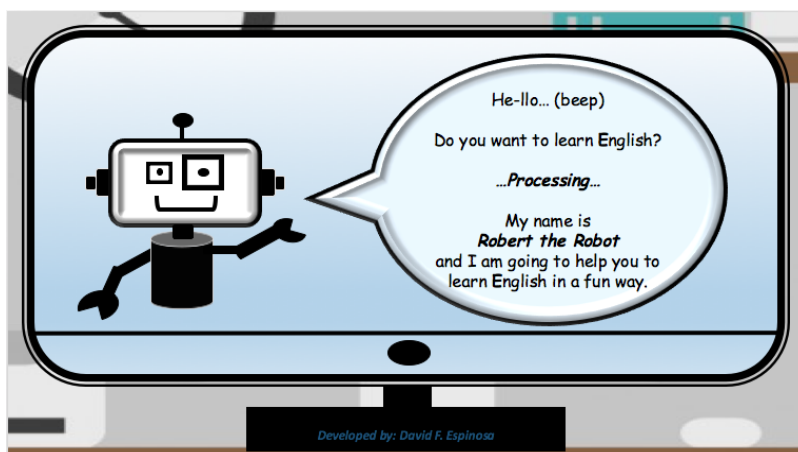
Sensitization. In this stage, I decided to engage the family in the process and to explain them the investigation and how they could be part of their children's EFL learning. For this reason, I set a meeting at school with the permission of the principal (Appendix C) to explain the study to the parents. Then, I had one sensitization class with students, where I explained the process of how to design, create and share their vlogs through the platform Google Drive.

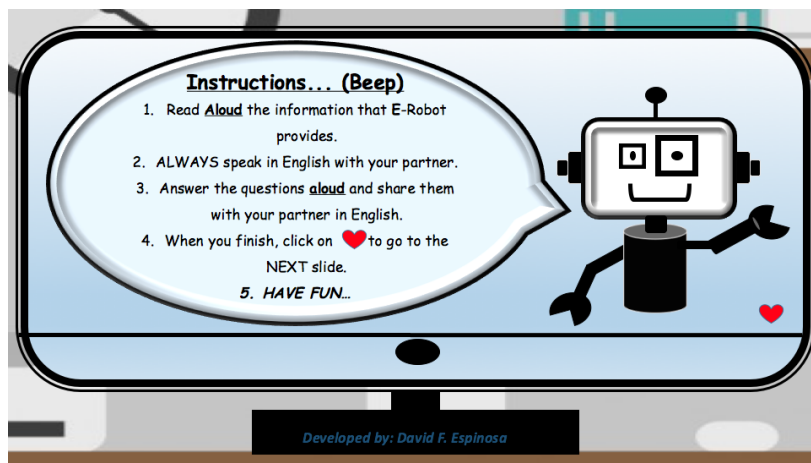
Developing the materials. I designed one creative and innovative character called "Robert the Robot" to be the guide throughout the lessons. Then, I designed and developed six virtual lessons focused on video blogs (vlogs) and six different personal vlogs that were uploaded in the platform as a guide for students to follow to create motivational, enriching, meaningful, creative and closer learning environments between students and the teacher.

Assessing your material. After designing and applying the materials, I assessed the materials created and started adjusting them from the first virtual lesson. Thus, I changed the layout of the last two virtual lessons to motivate my students.


Feedback. Finally, I did a feedback session with the students, where I could hear the perceptions and opinions they had about the lessons; we observed and analyzed lesson by lesson in a round table. Even though they filled out the self-assessment, I thought it was important to hear their voices in their native language with the purpose of understanding their real feelings over the virtual lessons focused on video blogs (vlogs). Thus, these instructional stages created a connection with the type of study; a qualitative action research investigation.

Sample. The following pictures are the sample of “Lesson No 1” which describes the process that students had to complete in their e-learning session. The virtual lessons focused on video blogs (vlogs), later complemented by the teacher in a face-to-face class.





Instructions... (Beep)

1. Read **Aloud** the information that E-Robot provides.
2. ALWAYS speak in English with your partner.
3. Answer the questions **aloud** and share them with your partner in English.
4. When you finish, click on  to go to the NEXT slide.
5. HAVE FUN...

Developed by: David F. Espinosa



This is My Life

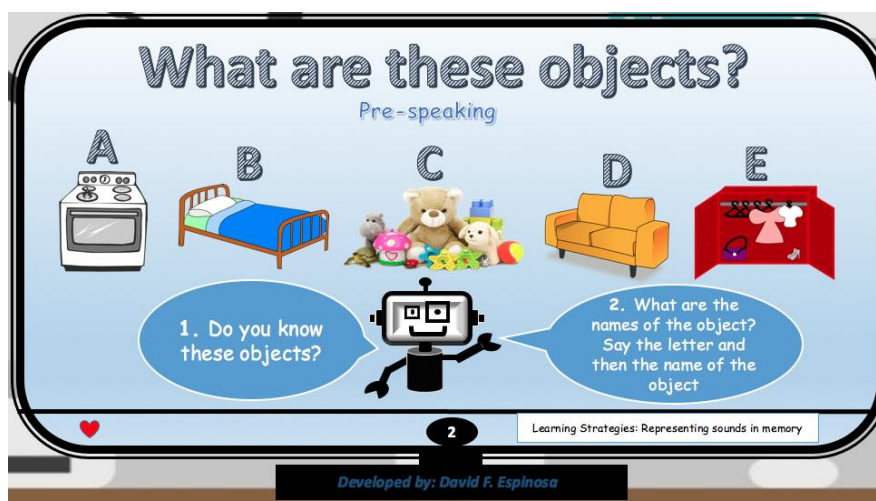
 

Lesson Nº 1

There's no place like home






Objective: I will describe the parts of my house and the object that can be found there

1



What are these objects?

Pre-speaking

A  B  C  D  E 

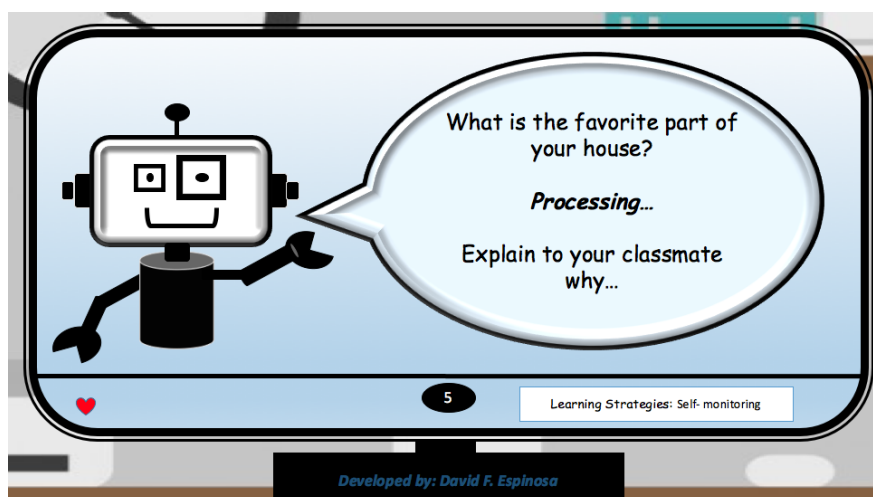
1. Do you know these objects?

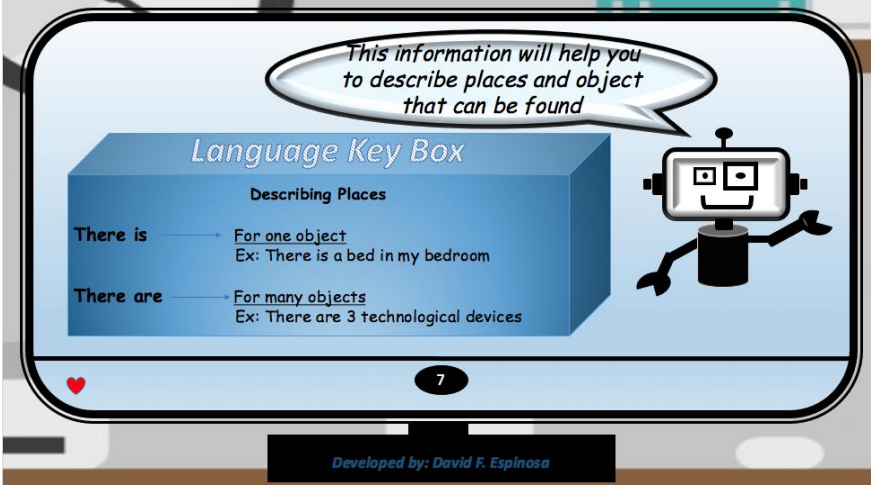
2. What are the names of the object? Say the letter and then the name of the object

2

Learning Strategies: Representing sounds in memory

Developed by: David F. Espinosa





This information will help you to describe places and object that can be found

Language Key Box

Describing Places

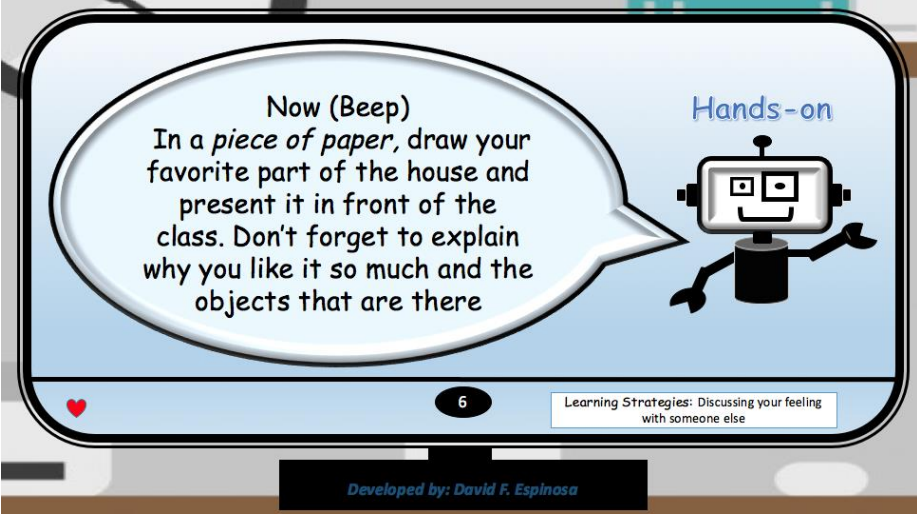
There is → For one object
Ex: There is a bed in my bedroom

There are → For many objects
Ex: There are 3 technological devices

7

Developed by: David F. Espinosa

A cartoon robot with a square head and a single arm is pointing towards the text. The slide is titled 'Language Key Box' and 'Describing Places'. It provides examples for 'There is' and 'There are'.



Now (Beep)

In a *piece of paper*, draw your favorite part of the house and present it in front of the class. Don't forget to explain why you like it so much and the objects that are there

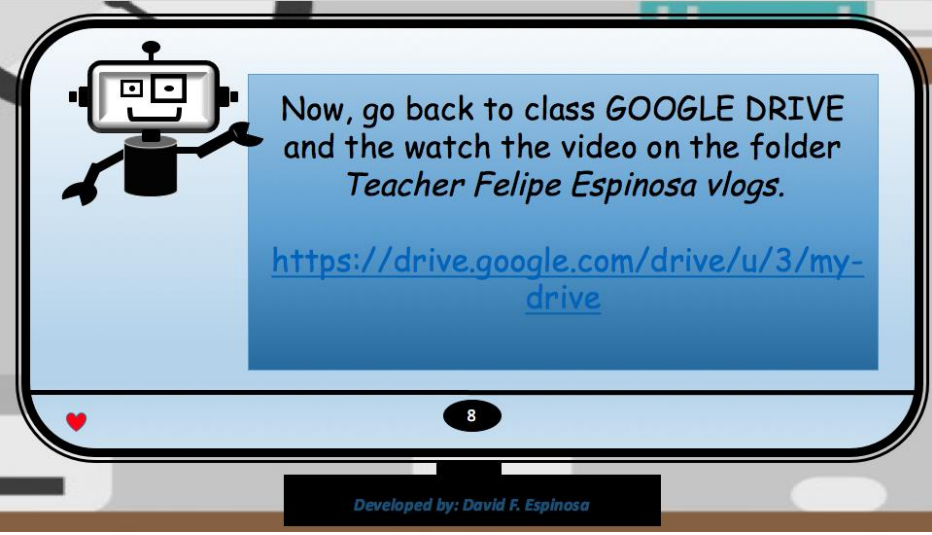
Hands-on

6

Learning Strategies: Discussing your feeling with someone else

Developed by: David F. Espinosa

A cartoon robot with a square head and a single arm is pointing towards the text. The slide is titled 'Hands-on' and contains instructions for a drawing activity. A small box at the bottom right mentions 'Learning Strategies: Discussing your feeling with someone else'.



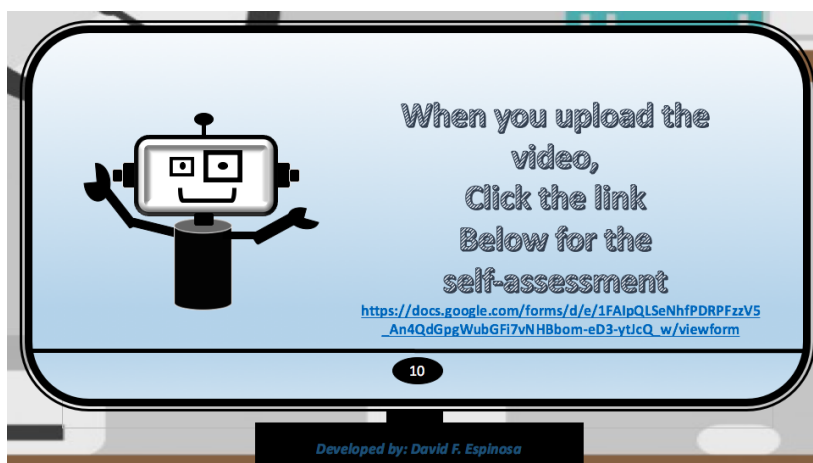
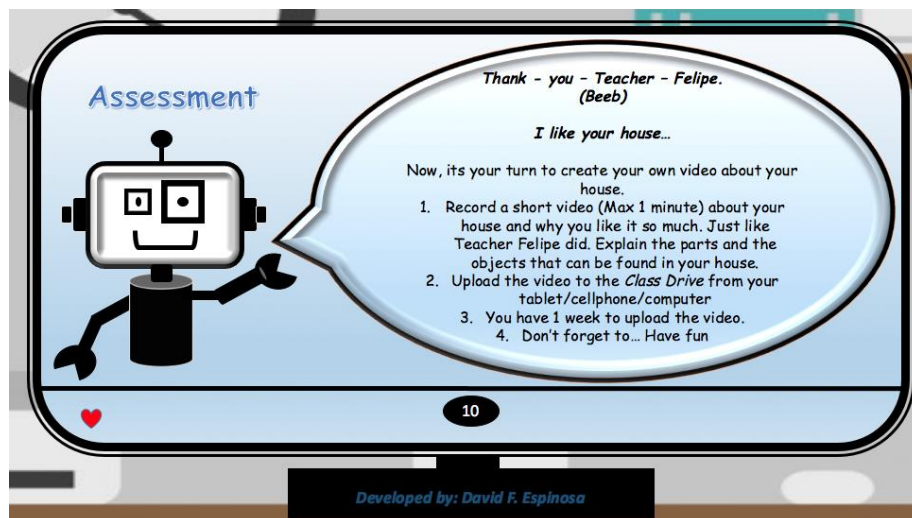
Now, go back to class **GOOGLE DRIVE** and the watch the video on the folder *Teacher Felipe Espinosa vlogs*.

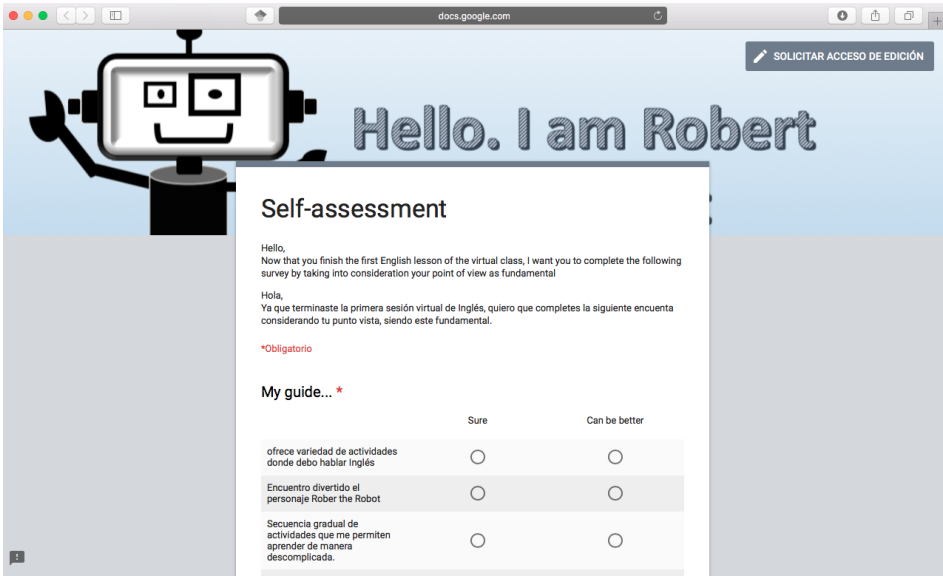
<https://drive.google.com/drive/u/3/my-drive>

8

Developed by: David F. Espinosa

A cartoon robot with a square head and a single arm is pointing towards the text. The slide contains instructions to go to Google Drive and watch a video, followed by a URL. The number '8' is in a black circle at the bottom.





docs.google.com

SOLICITAR ACCESO DE EDICIÓN

Hello. I am Robert

Self-assessment

Hello,
Now that you finish the first English lesson of the virtual class, I want you to complete the following survey by taking into consideration your point of view as fundamental

Hola,
Ya que terminaste la primera sesión virtual de Inglés, quiero que completes la siguiente encuesta considerando tu punto de vista, siendo este fundamental.

***Obligatorio**

My guide... *

	Sure	Can be better
ofrece variedad de actividades donde debo hablar Inglés	<input type="radio"/>	<input type="radio"/>
Encuentro divertido el personaje Rober the Robot	<input type="radio"/>	<input type="radio"/>
Secuencia gradual de actividades que me permiten aprender de manera descomplicada.	<input type="radio"/>	<input type="radio"/>

Chapter IV

Data Analysis

Data Analysis Procedure

To analyze the data of this present study and its validity as researcher, I started the process by recognizing patterns, its differences and similarities throughout the information gathered. Thus, I selected the Grounded Approach proposed by different authors such as Chamberlain (1999) and Lewis (2015). Therefore, I initially grouped the data to classify it by applying the color-coding technique explained as “the process of disassembling and reassembling data (...) to produce a new understanding” (Corbin and Strauss, 2008, as mentioned in Núñez, Téllez, & Castellanos, 2017). Then, to organize information, I coded the data based on the instrument, the participant and the number of activity. Finally, I did the data validity through the aforementioned data analysis steps (Life, 1994). As such, I used the following codes during data analysis. *Instruments*: **SAV** (Student Artifact Vlog), **SAA** (Students Artifacts Activity), *Lesson*: **1, 2, 3, 4, 5, 6** (Number of activity/lesson), **S** (Survey), **TJ** (Teacher’s Journal) and **I** (Interview). *Participants*: **JP, PC, JS, LB, LC**, and **GL** (Students’ Nicknames). Therefore, **SAVPC1** represents the artifact - vlog belonging to student LC during activity number one. This coding allowed me to triangulate the data more easily and to validate its coherence in the final patterns. Hence, I came up with two categories and its corresponding subcategories explained in the section below.

Research Categories

Throughout the process of grouping, classifying, recognizing, and naming, two main categories came to light with their corresponding sub-categories. The following chart shows the categories and sub-categories established for this research study.

Creative digital materials (lessons focused on vlogs) as motivational learning boosters for the development of self-confidence strategies	Fostering students' creativity and learning through digital materials
	Vlogging and providing feedback as self-confidence strategies
Becoming self-aware when speaking in a blended learning environment by connecting students' contexts	Developing self-awareness of the English-speaking skill as a constant process
	Linking students' contexts through BLA: at school and with students' personal life

Creative digital materials (lessons focused on vlogs) as motivational learning boosters for the development of self-confidence strategies. This category allowed me, as researcher, to understand the effect that digital material can have on the learning of English as a foreign language, when students are fully engaged with the process. Thus, through the analysis of the data, it was evident that motivation, creativity and self-confidence were the main features that appeared throughout the implementation of the six lessons focused on vlogs. In fact, I used vlogs as a tool to improve blended learning experiences, where positive feedback and appreciation of students' commitment led to autonomous engagement with the process; this is called a motivational learning booster (Echeverria, 2013). Hence, students expressed certain wiliness to collaborate without having the need to remind them about the rules to follow throughout the process, to grade them or to set it as a mandatory request, which tends to be a constant when students participate in regular classroom activities. Therefore, students showed an evident commitment when planning, designing, creating and implementing their vlogs after the virtual lessons took place with very creative ideas which they came up with.

Therefore, motivation became a salient feature during the implementation of this study for both the teacher and the students. As such, there were students whose wiliness to

participate, enthusiasm, and constant use of English allowed the researcher to understand and corroborate that they were interested in learning the L2 through the lessons focused on vlogs and that language learning motivation had taken place. Having this said, language-learning motivation theories have been proposed throughout the years as Ebrahimzadeh and Alavi (2017) mention. In fact, the definition of motivation in learning has also grown since it was first introduced. As such, Glynn et al. (2007) state “motivation is the internal state that arouses, directs, and sustains students’ behavior toward achieving certain goals” (p. 1089).

However, not only motivation came up as the only relevant aspect during the development of this research category, it was student’s creativity and self-confidence, the two other factors that influenced students’ active participation. As such, Ottó (1998) believes that students’ creativity exerts great influence on their language learning outcomes and participation. Hence, the students who were motivated became creatively proactive and efficient in the development of the ELF lessons; once they felt self-confident with their learning process, they spoke in English.

This category yielded two sub-categories. The first subcategory, *Fostering students’ creativity and learning through digital material*, that deals with students’ willingness to learn when designing and creating their own vlogs, and the second subcategory, *Vlogging and providing feedback as self-confidence strategies*, that addresses how self-confidence was gradually gained when learning an L2 by using vlogs and providing feedback.

Fostering students’ creativity and learning through digital materials. Creating effective and meaningful materials for foreign language learners can be a challenging task. In fact, the whole procedure must have a flow to reach the learning goals. In this regard, there are a wide range of MD theories that argue that materials should generate an impact

on students when learning and thus, Tomlinson (2010) has proposed a series of principles to support this idea.

As a matter of fact, vlogs are defined as digital material since these are “content that cannot be printed or otherwise made physical/tangible...they may be stored on removable media like CD/DVD, but the content cannot be accessed in the non-digital physical world” (Grønbæk et al. 2013, p. 14). Thus, this subcategory entails how digital material fostered students’ creativity and learning through the implementation of lessons focused on vlogs.

Creativity can be defined from different perspectives and fields, since it is an ability that easily couples any context. In fact, some authors believe that creativity connects to producing new ideas as Boden (2014) explained: “creativity is ideas and artefacts that are new, surprising and valuable (p. 1). However, and taking this definition into consideration, creativity in education goes beyond creating new ideas, since it has to do with encouraging and engaging students with the process of learning (Craft, 2001), by motivating them to propose their own ideas. On this basis, and after analyzing the data, it was evident that students felt engaged and motivated throughout the process, since they fully made use of their creativity when planning, designing and creating their own vlogs by constructing and adding new features to their own videos.

Since the first vlog was created and presented by the teacher, students felt the need to improve their design. In fact, their conversations and attitudes towards the video were appealing, since they proposed and used editing tools and effects that the teacher had not even included in his first vlog. Thus, this interest evidenced their need to be creative when designing their vlogs, at such point that students investigated and watched video tutorials about vlogs to design theirs, outside the class. The following excerpts shows the creativity

students had when creating their videos in comparison with the sample proposed by the teacher's first vlog.



(SAVTFI) Students' Artifacts Vlogs – Topic: My House.



(TVI) Teacher's vlog – topic: my house.

On the one hand, as observed in the above excerpt, the student, without the recommendation of the teacher, created his first vlog including different special effects with his own name, transitions of short clips and emoticons where he could express his motivation towards the study. On the other hand, the teacher recorded a three minutes' video where he did not include any type of editing; no title, no emoji's and not transitions, which made the student's video more interesting when watching it. The following teacher's journal corroborates that students were engaged since the beginning, because they uploaded the vlogs as soon as they could.

“Students had one week to upload the video in the platform, but nine of them upload them during the first two or three days, students were excited to share the videos about their houses.” [sic]

(TJ2) (Teachers Journal number two)

Thus, the students' commitment with the process was evident, since his video was one of the first vlogs uploaded to the platform; students had one week to do so, but most of

them uploaded their vlogs during the first three days. In fact, the teacher's journal supports this.

Besides, students were interested in the other participants' contexts, since they discovered in the vlogs another face that showed their personal life. In fact, students during the interview mentioned that one of the positive aspects of recording outside the school was the fact of showing their own homes to their classmates. Nevertheless, they did not see this as a threat. On the contrary, they found it as a nice way of knowing how others live. In the following samples, selected from a voice recorded interviews the students corroborated this idea.

“Lo bonito es que como que tus compañeros te miren cómo es que tú vives, grabas con la cámara, tus sitios favoritos, tu cama, tu comida favorita.” [The nice thing is that your classmates see how is that you live, you record in front of the camera, your bed, your favorite food].

(IDA1) Abstract taken from [sic]

(Voice recording interview)

“Cuando mis amigos ven los vlogs me siento muy feliz porque ven mis lugares favoritos sin tener que ir hasta allá.” [When my friends watch my vlogs I feel really happy because they see my favorite places without going over there.]

(IJP3)

(Voice recording interview)

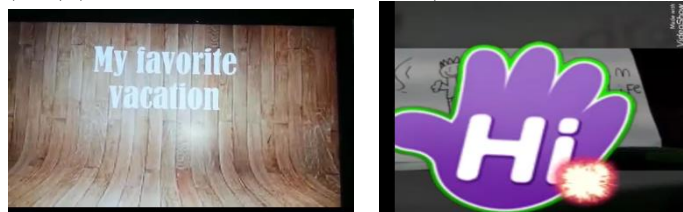
Taking into consideration these two samples, I could identify that students were excited to share their favorite places. In fact, when students refer to “Lo bonito” or “me siento muy feliz” means they do not see this as a threat. On the contrary, they like the fact that others can analyze and observe how they live their daily life.

Furthermore, after watching the teacher's vlog # 2 about his favorite vacation, where he included editing and visual effects, the students reacted positively to the teacher's photos, and how they could do their own vlogs creatively, with these kinds of effects. Thus, they were wondering about the process of editing vlogs with effects and they felt immediately engaged with the task by creating the second vlog about their favorite vacation

using visual effects. The following samples of the teacher's journal and some screenshots of a student's vlogs corroborate this fact:

"Students kept asking how to edit with visual effects and they expressed their interest on google how to make better vlogs."

(TJ3) (Teachers Journal number three)



(SAJF3) and (SAJS3) (Students artifacts from students JF and JS with visual effects included)

As a result, students showed their engagement with the process of creatively producing their own videos about their favorite vacation, as abovementioned, and were motivated while watching the ones done by others with visual effects. Additionally, they mentioned they had fun, which was one of the main objectives of the lessons. The following samples corroborate this, since students were asked during the survey what was the best part of creating videos and they answered:

"Me divierto hacienda los vlogs como draw my life o my favorite vacation, porque le puedo poner efectos" [I have fun doing the vlogs like "draw my life" or "my favorite vacation", because I can add effects on it]

(SLC1) (Survey from students LC number one)

"Me gusta mucho cuando.. emmm... mis amigos ven mis vlogs y me dicen que les gusto los efectos. Porque a mi me gusta mucho editar. Luego al verlos me siento como alegria" [I really like when... emmm, my friends watch my vlogs and they tell me that they liked the effects. Because I like editing a lot. Then, after watching them I feel like joy]

(STF3) (Survey from student TF number three)

Hence, the students mentioned they had fun while doing the vlogs and more relevant, they expressed that visual effects motivated them to create vlogs related to the topics proposed by the teacher. Nevertheless, the abovementioned samples reflect how creative the students were during the development of the lessons focused on vlogs, since students were the ones who came up with unique interpretations and ideas to improve the lessons. In fact, the students proposed new ideas about the vlogs and their interest in doing

more than six different vlogs. The following two excerpts make part of the only voice recorded interview, where students mention that they wanted to do more vlogs than the ones that were initially proposed, since they were motivated to do them.

Interviewer: “¿Hubo algo que no te gusto del proyecto? [Was there something you didn’t like about the study?]”

Student: “Mmm, no. Pues me hubiera gustado que hubieran sido más vlogs, porque para mí me pareció muy chévere hacer eso, me pareció entretenido hacerlos. [Mmm, no. Well, I would have liked that there would have been more vlogs, because to me, I thought it was cool doing that, I feel entertained by doing them]”

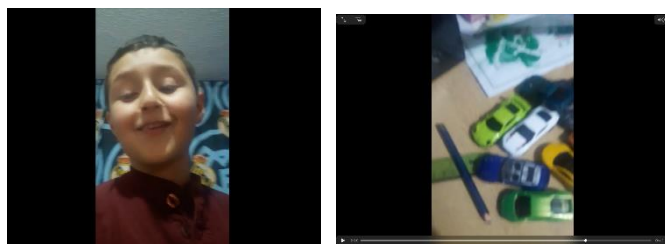
(IML1) (Voice Recorded Interview, student ML number 1)

Interviewer: “Qué sugerencia tienes sobre el proyecto de los vlogs? [What suggestion do you have in regards the study of the vlogs.]”

Students: “Si, una. Que podamos hacer más vlogs. O sea, En lugar de cinco o seis, por ahí unos diez, me parecería muy chevere. [Yes, one. That we could do more vlogs. Instead of five or six, around ten vlogs. I think it would be cool.]”

(ILM1) (Voice Recorded Interview, Student LM number 1)

The samples above evidence how students felt motivated to create more vlogs than the ones proposed by the teacher, since they expressed that they liked doing the first six which made part of the study. Although they suggested creating and posting more videos with topics of their preference, most of them did not upload other vlogs after the study was completed. Nevertheless, two students did indeed upload two new videos that were not included in the implementation. This engagement allowed me to understand that they did not see the lessons as an obligation, but a tool that motivated them to have fun. The following screenshots give account of this motivational booster.



(SAJP7) and (SAJD7) (Students artifacts from students JP and JD) once the study was completed.

These excerpts selected from two different vlogs were not part of the lessons proposed by the teacher. Thus, two students created two different vlogs where they could

propose their own topic of Vlogging. In fact, they decided to vlog about their favorite toys, to show them in class. Thus, this motivation and willingness called my attention since students always asked during the classes if they could upload vlogs with a free topic, where they could explore other themes. In this regard, the teacher documents this in his journal as follows:

“Students kept asking if they could upload a vlog of a free topic and if they could use the platform.”

(TJ5) (Teacher's Journal, sessions 5)

“Por ejemplo, ¿Viste mi video de los favorite toys? Ese me gusto porque no era un tema de los lesson, si no que yo me lo invente y luego JD lo subio tambien, cree tendencia teacher. hashtag JP el vlogger de tendencia” [For example, did you watch my video about the favorite toys? I liked that one because it was not part of the topics of the lessons, but I invented it and then JD upload it as well. I created a trend. Hashtag JP the trend vlogger]

(IJPI) (Voice Recorded Interview, Student JP No. 1)

Most students were engaged with the process; as a result, two of them went beyond what was expected, as the samples shown above. Besides, the way students describe their non-assigned vlogs show a sense of pride, and as the teacher, I congratulated them many times during the face-to-face classes. Additionally, the facial expressions of the students while recording were always positive and they smiled a lot. This allowed me to understand that motivating students with the material can become as asset. Thus, these two students uploaded other vlogs being autonomous without expecting any grade or reward in doing so. On the contrary, they only wanted to share their ideas and they also found a place where they could express themselves.

As a matter of fact, Csikszentmihalyi (2014) believes that, issues regarding engagement and motivation are first priority for education; and by going through the data, and connecting ideas, I could understand and analyze that creativity can be fostered when learning an L2, as long as the students were engaged, motivated, impacted and pleased with the innovative material designed by the teacher.

Vlogging and providing feedback as self-confidence strategies. The role of the teacher within a learning context can be understood as a guide. In fact, authors such as William and Burden (2009), as mentioned in Espinosa, Gonzales, Moreno (2014) propose that the “teacher plays an important role in enhancing a student’s learning process by selecting and shaping the learning experiences presented” (p. 16), which is a more accurate way of defining this role. However, and as above-mentioned, I consider that the role of a teacher goes beyond teaching, where barriers of affection, motivation and engagement can be broken down. Besides, students nowadays lack self-confidence when learning (Petty, 2014), and even more when speaking in a foreign language (Fallah, 2014). Throughout my experience as a teacher and as investigator, I have evidenced this.

Therefore, in this subcategory, students gained self-confidence when speaking in English during the development of the face-to-face and virtual lessons, as well as and when recording the vlogs around the city and receiving feedback from their peers or teacher. In fact, whenever students communicated in their L2, self-confidence was a factor which influenced their willingness to orally express their thought as Yashima (2002) argues. Additionally, Su (2005) proposes that the appropriate use of language learning strategies can positively impact students’ self-confidence and improve their language proficiency in different academic environments. Therefore, I came up and described two salient features when analyzing the data: the power of feedback and the influence of vlogging on students’ self-esteem when speaking in the L2.

Feedback is a powerful tool in educational processes and it has been proven that its benefits are remarkable when learning. Thus, Hatie & Timperley (2007) define feedback as one of the most powerful strategies when learning and achieving teaching goals. In addition, Núñez, et al. (2017) propose a connection between the materials development

field and feedback, since they believe that feedback is a way to guide teachers when creating or adapting materials and it allows reflections that usually lead to improvement. Therefore, the role of feedback during the planning and implementation of this study played an important role since it allowed me and the participants to improve and guide the lessons focused on video vlogs.

Having this said, during this study, students were actively receiving feedback from their classmates and teacher, as well as providing feedback to their partners during the face-to-face sessions after the virtual lessons were implemented; this definitely was effective for them.

Hence, students mentioned that vlogs allowed them to make errors and to make them up. Thus, students believed they learn more when that happens. In fact, the following samples evidenced it:

“A mi los vlogs me gusta porque tnego un error lo vuelvo a repetir y aprendo más, me divierto y no tengo miedo.” “[I like the vlogs because I have an error, I repeat it and I learn more, I have fun and I am not afraid.]
(*SPC1*) (*Survey from student PC lessons 1*).

“Cuando el profe me corrige en el momento me siento bien porque se que estoy aprendiendo y no la vuelvo a embarrar con la misma palabra o propunciación” [When the teacher corrects me at the moment I feel good, because I know I am learning and I do not screw it up with the same word of pronuntiation]
(*ILC1*) (*Voice Recorded Interview, Student LC number 1*).

As mentioned above, feedback generates meaningful spaces for reflection where both teachers and students can guide their practice to generate improvement. Hence, the samples above showed how the teacher and the students made use of different feedback strategies such as self-feedback and corrective feedback as strategies to increase student's confidence when speaking in English. Thus, the self-feedback strategy entails different features such as self-regulation (Nicol & Macfarlane-Dick, 2006), internal feedback (Butler & Winne, 1995) and self-assessment (Boud, 1995) to improve the learning process and the

corrective feedback strategy entails the process of understanding the error and correcting it immediately to produce correct outcomes by doing one-on-one (Rabinowitz, 2014 as cited on Espinosa, Gonzalez, Moreno, 2014). However, this sample not only presents the way feedback worked for this student but I observed how it allowed students to boost their self-confidence when learning. In fact, the student expressed “*I have fun and I am not afraid*” which allows me to understand that not only feedback provides what is above-mentioned, but it enhanced students’ self-esteem after peer-feedback was given in the face-to-face lessons. Thus, the student increased her self-esteem through the implementation of the vlogs and expressed she would not be afraid (when speaking). Thus, students were able to recognize errors in their vlogs, and finally, to correct them to enhance their language production. In fact, the following samples evidence how feedback was a relevant strategy to improve students’ language learning.

Interviewer: “Qué te pareció la retroalimentación del Proyecto?” [What do you think about the feedback of the study]

Student: Bien, nos ayudó a corregir lo que estábamos diciendo mal, lo que debíamos hacer para mejorar los vlogs. [Fine, it helped us to correct what we were saying wrong, what we had to do to improve the vlogs]

(IJF1) Voice recorded interview from student JF.

Interviewer: “Qué te pareció la retroalimentación del Proyecto?” [What do you think about the feedback of the study]

Student: “Tuvimos errores y los corregías y íbamos viendo los errores que teníamos y corrigiéndolos.” [We had mistakes and we corrected them, we were seeing the mistakes that we had and we were correcting them].

(IJS1)

(Voice recorded interview from student JS).

As observed there were only two samples of six that I could retrieve, where students mentioned the positive effects of feedback during the pedagogical implementation. In this regard, in one of the samples taken in the last vlog, the student was able to correct her linguistic error by recognizing that the correct word had to be on without the infinitive form of the verb “drink”; this can be evidenced below. The following sample shows a screenshot

and the transcription taken from the student's vlog where she recognized a mistake and immediately corrected herself as part of self-regulation.



Student: "...in the cinema you can to drink, sorry, you can drink, you can watch a movie..." Min: 00:40

(SALC6) (*Transcript from a student's artifact from student LC lessons number six*).

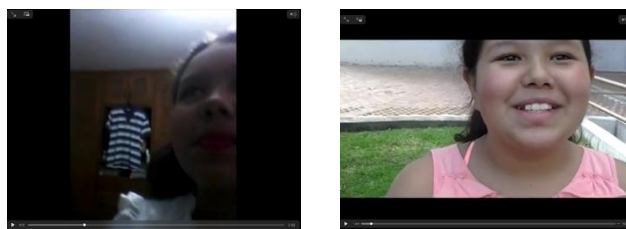
In this particular sample, the student was comfortably speaking about her favorite part of the city and what activities she could do. Thus, the student in minute 00:50 made a grammatical error, since she used the infinitive form of the verb *drink*, instead of conjugating it after the use of the modal verb *can*. Suddenly, she noticed her error and corrected herself by saying "*sorry, you can drink*", where she corrected the verb tense in combination with the modal verb. In fact, this process is called self-feedback since students recognize the error, re-call information and finally assess the error with the corrected version.

In fact, students were also asked to answer a survey at the end of the study and they concluded that not only the teacher is a meaningful part of their English language learning process, but also the vlogs by themselves helped them develop more self-esteem, where they felt comfortable when speaking in English. Thus, this sample was selected from the survey where I could evidence this idea:

"El teacher nos enseñó a no tener pena en la cámara, a hablar bien ingles siempre y fue fun to hacer vlogs para el Proyecto del teacher Felipe" [The teacher taught us not have shame in front of the camera, to always speack really good english and it was fun to do the vlogs for the teacher Felipe's study] [*sic*]

(SJPI) (*Survey from student JP number 1*)

From the excerpt above, I can infer how the teacher represented a solid figure, portraying self-confidence when creating the vlogs, since I also designed and shared my own vlogs with them having a closer relation between the students and the teacher. I also gave examples of how not to be ashamed while recording themselves when speaking about a certain topic and presenting their ideas. In fact, the following excerpt is a screenshot taken from the first vlog where one student who showed low confidence while speaking in the second screenshot reflects improvement and more self-confidence. Therefore, the idea is complemented with what she expressed during the voice recorded interview about how she felt during the first and fifth vlog, as it can be seen in the samples below.



(SALM4) (Students artefacts lessons 4: my favorite vacation and Teacher's Vlog numer 4)

Interviewer: “¿Cómo te sentías al grabar los vlogs? [How did you feel when recording the vlogs?]”

Students: “Me sentía muy emocionada y algo de pena. Ahora, me siento good, siento que ahora puedo hacer más vlogs sin que me diera pena ahora.” [I felt very excited and sort of shame. Now, I feel good, I feel that I can do more vlogs without having shame]

Interviewer: ¿Cómo era el proceso antes al grabar tus vlogs? [How was the process before recording your vlogs?]

Student: Yo creo que era muy malo, porque yo hablaba, tartamudeaba mucho, ya termine los vlogs, siento que voy mejorando con la pena. [I think it was really bad, because I spoke, I mumbled a lot. Now, I finished the vlogs, I feel that I am improving with the shame topic.]

(ILM1) (Voice recorded interview from student LM number 1).

In the first picture, one can infer that the student felt uncomfortable and nervous and she almost never showed her face during the video. Thus, her tone of voice was low, which made it really difficult to understand what she was saying. In addition, her facial expressions showed she was not very confident, since she mumbled many times. However, in the second screenshot she expressed her empathy while doing the vlog by making a happy

face during the whole video. Thus, this student was not as comfortable as when recording the last vlogs. In fact, she mentions that she does not feel ashamed of recording herself, since she feels she has now the experience to do so

By taking into consideration the screenshots and the interview, as teacher researcher I can infer that providing feedback had an incidence in student's self-confidence when speaking in English while being recorded. Thus, vlogs, helped this particular student, who expressed that she used to mumble at the beginning of the process; and at the end she improved by being less shy, which shows how she was gaining more confidence. In addition, in the previous excerpts of the interview, students' constant use of English and their code switching when speaking and writing was evident, since neither in the survey nor the interview they were not asked to answer in a specific language. Thus, the students decided to include a word in English such as: "*teacher*", "*fun*" and "*good*" because they constantly code switched from their L1 to their L2 (Poplack, 1980). Consequently, some students tend to suppress attitudes, comments, participation and sharing ideas while being in class that may be the cause of derision by their partners or simply, because they do not feel secure of speaking in public. Hence, the fact that vlogs allowed them to be less ashamed of speaking in public, to show their videos in front of the class, and to receive feedback from their peers' evidences the meaningful role that vlogging has in students' self-esteem. In fact, the following excerpts from the teacher's journals mentioned a similar idea.

"While doing our feedback sessions, students felt really nervous when their own vlogs showed in the screen, they started covering their faces, going under the table and even asked me to let them go out of the classroom. [sic]

(TJ1) (Teacher's journal number one at the beginning of the study).

"Students were captivated by the vlogs of their partners. In fact, they were making jokes about some videos and sharing ideas among them". [sic]

(TJ6) (Teacher's journal number six at the end of the study).

“En el primer vlog me sentí muy apenada, no podía hablar y me tocaba parar la camara todo el tiempo. Pero, en el ultimo vlog si fue facil todo, ah! Y rápido hablando Ingles” [In the first vlog, I felt really ashamed, I couldn’t talk and I had to stop the camera all the time. But, in the clast vlog, everything was easy, ah! And it was fast when speaking in English]
(ILB1) (Voice recorded interview from studetn LB number 1).

Therefore, these samples evidence the differences among students’ reactions to the feedback sessions. In the first sample, the teacher expressed that some students felt ashamed and embarrassed when showing their vlog, as well as feeling nervous. On the contrary, the second excerpt shows how students’ attitudes changed during the process and how shame changed into interest and motivation about others’ work. In these two samples taken from the teacher’s journal, I can identify a change of attitude from the first vlog to the sixth vlog. In fact, the third sample corroborates the idea that students felt less ashamed at the end of the process, since they gained self-confidence when speaking in English during the recording of the vlogs.

Additionally, while analyzing the data from the teacher’s journal, I identified a pattern, during the implementation of the six lessons focused on vlogs, where students felt more comfortable when speaking in their L2 during the whole session. Thus, students were requested to follow one rule during the implementation of the study and it was an “only-English-environment” when they wanted to communicate with others. As such, students during the implementation of the study, felt confident and positive about speaking the whole class in English since this positive attitude “corresponds to the overall belief in being able to communicate in the L2 in an adaptive and efficient manner” (MacIntyre, Clément, Dörnyei, & Noels, 1998, p. 551). In fact, the following teacher’s journal and students’ interview support this idea.

“Today, students spoke the whole class in English, it feels exciting to see them speaking so confident about the vlogs and how they express their ideas” [*sic*]
(TJ5) (Teacher’s journal number 5).

“Cuando el profe nos dijo que solo podía hablar Inglés, me sentí nerviosa, pero ya estando en la clase del flipped classroom, empecé a hablar en Inglés y lo que no sabía decir le preguntaba al profe en Inglés. How do you say blab la bla in English? Fue divertido ver a todos hablar en Inglés en clases de los vlogs” [When the teacher told us we could only speak in English, I felt nervous, but when I was in the class, flipped classroom, I started speaking in English and what I did not know I asked the teacher: how do you say in English bla bla bla in English. It was fun to see everyone speaking in English in the vlog classes.]

(IMLI) (Voice recorded interview from student ML number 1).

Hence, they spoke about their vlogs with determination of what they were doing and what they liked and disliked about their partners' vlogs. Besides, they expressed their joy when speaking English, even when it was set as a rule of the classroom. Hence, this self-confidence when speaking in a second language is connected with the development of a self-assured personality, where students improve their confidence and develop their personality, as well as develop certain characteristics of language learning as Pak, Dion, & Dion. (1985) argue. Therefore, the following samples evidences two aspects: the first one how students were actively engaged with the vlogs (teachers' log) and the second one how the student talked about gaining confidence during the face-to-face and virtual lessons.

“Students were really happy and self-assured about creating their own videos...they looked so I interested.” [sic]

(TJI) (Teacher's journal number one).

Interviewer: “¿Hubo algo que no te haya gustado de los vlogs?” [Was there something you didn't like about the vlogs?]

Students: “Que era muy nerviosa y tenía que repetir y corregir muchas cosas. Pero del primero al sexto vlog sí mejore, porque yo tenía más experiencia, entonces me iba relajando más, sin pena.”

[That I was really nervous and I had to repeat and correct many things. But, since the first until the sixth vlog, I did improve, because I had more experienced, so I felt more relaxed, without shame]

(ILCI) (Voice recorded interview from students LC number 1).

These excerpts are connected since they address how students felt and what the teacher perceived during the implementation of the study. Hence, during the interviews, most students felt the same way about gaining confidence, while speaking in English. In fact, this can be corroborated in the teacher's journal when he wrote that students felt *happy, self-assured* and *interested* when talking about the vlogs. Although the teachers'

journal is a sample from the beginning of the process, the interview complements these ideas by supporting a constant development in the L2 until the end of the study.

To sum up, and after analyzing the above-mentioned data, I could identify that feedback and vlogging are strategies that allowed students to improve their self-confidence when learning an L2 in a foreign language context. As a matter of fact, not only in terms of the language learning process but in their personal life in terms of self-confidence and a willingness to create digital and innovative content. Hence, being ashamed of doing certain things in public like speaking in English and being creative can be challenging, but with the correct guidance and an accurate way of providing feedback, students can lose their fear of speaking English in public and achieving meaningful and creative results when learning a new language.

In the following section, I will describe the second category that emerged from the data collected in the project and its two sub-categories.

Becoming self-aware when speaking in a blended learning environment by connecting students' contexts. Throughout the development of this study, the blended learning approach (March, 2015) was a key aspect since the very beginning. In fact, once it was selected as the approach to create and implement the digital material (lessons focus on vlogs), it was brought to light that not only students were motivated to participate since they would use technology, but they were intrigued on how they would learn English through it. Taking this as an advantage, I started creating the lessons having in mind the teachers' first aim, which was to develop students' speaking skill and to motive them to make use of the second language (L2) not only at school, but in other personal contexts. Therefore, once data were collected, I came up with this category since it describes how

students were self-aware of their development in their English speaking skill through the blended learning approach: both at school and in their personal life.

Blended learning was firstly introduced as a strategy for companies, where workers would be able to work and study at the same time. However, the essence of this term has been changing drastically in the last 20 years (Sharpe et al. 2006), since now the term has been adapted as a learning approach that combines face-to-face and virtual lessons as Oliver and Trigwell (2005) argue. In fact, the combination of two different contexts is what we define as a blended learning environment, that allow the students to interact face to face and virtually with the same learning goals. Thus, it is a matter of relevance for the teacher to “make learners aware of the processes involved in language learning and to help them find environments that suits their needs” (Rinkevičienė, 2002, p.96); hence, such environments can be in the classroom (face-to-face) or virtual contexts. Besides, the blended learning approach interrelated with the flipped classroom model allows students to change their learning contexts every time a new lesson takes place as Ozdamli & Asiksoy (2016) argue. Hence, the combination of the blended learning approach and the flipped classroom method allowed me to understand that students were motivated, and self-aware of their speaking improvement; generating positive and meaningful English language learning outcomes that came up from linking students’ context.

This category yields two sub-categories. The first subcategory is *developing self-awareness of the English-speaking skill as a constant process* that allowed me to understand how students were self-aware of their constructive and positive language learning process. Besides, the second subcategory *linking students’ contexts thought BLA: at school and with students’ personal life* describes how the implementation of this study created a special connection among student’s contexts.

Developing self-awareness of the English-speaking skill as a constant process.

As humans, we believe that improvement comes along with practice and how they are intertwined when language learning takes place. Thus, the more we allow students to practice a second language and the more we exposed them to it, better results can be obtained. In fact, Wilkins (1972) proposed that, “If children are exposed to the L2 in the same way as they are exposed to the L1, greater success will be achieved” (as cited in Espinosa, Gonzáles, Moreno, p. 132), depending on the conditions that the learner is exposed to, especially the social and contextual factors. Therefore, the fact that students are continuously practicing their second language usually generates an improvement of their language skills. However, most of the time, students are not aware of their significant language development, since they do not often reflect upon this kind of situation; nevertheless, it is mainly the teacher who gives account of this improvement.

Consequently, teaching students to become self-aware of their English language success involves their own recognition of their abilities in the learning process. Hence, authors such as Rinkevičienė (2002), has work on different definition of self-awareness directly related to the learning process. However, different points of view agree that self-awareness entails recognizing and acknowledging the strengths and facing challenges that a human being (in this case students) have and are able to face. For this reason, once the data of this study was analyzed, I could identify that students were being self-aware of their English language development, and more specifically, of their improvement in their speaking skill during the complete implementation of the study. In fact, they were doing reflective thinking (Katz and Porath, 2011) about their progress in speaking. The following excerpts give account of why students considered they improved their English language learning and why they support this through vlogs.

Interviewer: ¿Crees que los vlogs mejoraban tu nivel de Inglés?[sic]

Student: Yo creo que si porque era como aprender cosas nuevas y reflexionar sobre nuestro Ingles. También hablar mejor, entonces sí me parece que mejoro todo. [sic]

(IML1) Interview from student MF number one.

“Students have been improving their English language use along the process. They speak more fluently and confidently in every face-to-face session” [sic]

(TJ3) (Teacher’s journal number three).

“Today we finished the lessons with a great feedback session, students mentioned how self-assured they were when speaking in English and that they improved on every lessons taken” [sic]

(TJ6) (Teacher’s journal number six).

Student: “This is my house and in this house you can find a door, windows, a sofa and you can find mmmm a TV” Min: 00:10

(SAJP1) (Transcript from Student’s artifacts lesson 1: my house)

Student: “Hello guys, this is my sixth vlog. My favorite place of the city. Ok, let’s go. My favorite place is Galerías. This a mall and you can play, jump, eat. Eat in McDonalds for example.” Min: 00:01- 00:30

(SAJS6) (Transcript from a student’s artifact lesson 6:my favorite part of the city)

The abovementioned samples allow the researcher to understand that the teacher and the student were conscious of the constant language learning improvement; in fact, the student mentioned how she “reflected” upon what she had learn after the development of the lessons focused on vlogs. Hence, she argued that these vlogs helped her to speak better in English, which is related to the improvement of her speaking skills, that was the aim of this study. In fact, the five participants answered positively to this question, arguing that indeed the implementation of vlogs allowed them to improve their English language. Hence, it called my attention that only one student spoke about reflection of their language process, which I consider, was a remarkable aspect of being self-aware. However, the teacher was constantly writing on the journal about the positive process that students were having, as the abovementioned samples of the third and six lessons show so.

Moreover, in the written survey, some students mentioned their improvement in speaking. Thus, the question was “What did you like the most about the study”, and their answers were not related to the use of technology or the flipped classroom method, which

was one of the main features that helped them participate, but their improvement in English. The following excerpts are the transcripts one student whose English learning improved during the development of the study. In addition, I also post the answers to one of the question found in the interview: How do you feel about the vlogs?

Student: “My favorite part of the city is the library. You can read here, you can play here, and you can be with the family here... In the library, there are books, chairs, people, magazines and many other things.” Min: 00:40

(SGL6) (*Transcript from Student's artefacts lesson64: my favorite part of the city*)

“A mi me gusta los vlogs porque aprendemos a hablar Ingles mejor todo el tiempo. No desde el principio pero si al final” [I like vlogs because we learn to speak English Better all the time. Not since the beginning, but at the end]

SGL1

By taking into consideration these samples, these students made a connection between being self-aware and speaking. For instance, the first student mentioned that thanks to the vlogs she *could “speak English better”*; the student was sure about the fact that she developed an improvement of her speaking skills during the whole process of implementation. In addition, the sample called my attention because the student remarked on the fact that her improvement was on spoken English, rather than another skill. Finally, the student mentioned “all the time” which allows me to understand that not only they were improving while doing the lessons, but also throughout the study; nearly six months. In addition, the student was aware of the time required for the development of the process, since he wrote that his improvement was “not at the beginning, but at the end”. Owing to these student’s comments, the teacher started to write ideas about how students perceived self-awareness from the very beginning of the study. In fact, the teacher wrote the following excerpts in his journal where he complements the abovementioned student’s ideas:

“They found the way to communicate through signs and the English language. Most of the words were linked to a sign. Not all students speak. Happy faces when speaking was accomplished” [*sic*]

(TJ1) (*Teacher's journal number one*).

“They spoke the whole class in English and even students JP and JS mentioned happily how they indeed spoke during the hour in English without the need of Spanish, after they comment this, the rest of the class was amazed and agreed with these students” [*sic*]

(TJ6) (*Teacher's journal number six*).

Comparing these two samples, the teacher at the beginning expressed that the students were not as comfortable as expected, in fact not all students spoke. However, they created a communication strategy that allowed them to interact with others. Thus, he mentioned a relevant aspect which is “happy faces when speaking was accomplished”, which leads to understand that students felt excited when positively accomplishing the goal of speaking in English during the whole class. Thus, this reflection of emotions when achieving goals is related to self-awareness when learning as Katz and Porath (2011) argue. On the contrary, during the last face-to-face sessions, students were completely aware of their English language improvement, after the teacher provided feedback. Even though, they were aware during the whole process, it was until the end where they discovered how proficient they had become after the study took place. Therefore, during the last sessions and after two students had mentioned how they noticed their progress in the way they spoke in English, the whole class agreed to that; being self-aware of their speaking skill as a process that is continuous and needs constant practice.

In brief, during the whole process, students were self-aware of their improvement when speaking. In fact, most of them indirectly reflected about this issue and agreed that practicing during a certain period has its benefits in English language learning. Finally, this progress was developmental, since students had 6 months to work on the lessons focused on vlogs so as to build their knowledge by practicing during the face-to-face and virtual lessons, as well as when creating and adapting their vlogs.

Linking students' contexts through BLA: at school and with students' personal life. Developing the speaking skill can be a demanding task for English teachers, since students deal with different factors, such as shame, lack of language, bullying, among others, that affect the correct development of this skill in the classroom. Thus, teachers are faced with this situation that affects their practice and does not allow students, in many cases to progress in their learning process. Additionally, there is a lack of practice of the L2 after school hours are not sufficient. Therefore, the digital material selected, the topic of the lessons, the flipped classroom method and the blended learning approached allowed the teacher to connect different students' context by using vlogs, in the case of this study, to do so. In fact, students were asked to create vlogs outside the school's context such as the park, the mall that allowed them to practice English without the supervision of a teacher. Therefore, this subcategory was proposed to understand how through the use of digital material (lessons focused on vlogs) students could connect their personal contexts and their school by speaking in English during the face-to-face and virtual classes.

Having this said, the connection made between the students' homes and the teacher's engaged the learners greatly. They were able to use English as their communicative tool during the creation of their vlogs, where they presented places like their house, where they showed the way they live outside the school. The following excerpt showed me how students were interested:

"Student were interested in watching their classmates' videos. They even stopped some videos and discovered some toys the other students had"

(TJ1) (Teacher's journal number one).

"Me gustó mucho ver los videos de los demás. Ay! Me gusto mucho perro de JD y me gustaba cuando ellos veían mi casa y mi lugar favortio de la ciudad"

(ILC1) (Interview of student LC number one).

This first excerpt was taken from the teacher journal, since it was a constant that in our feedback sessions, where we had the time to watch all of the videos, students would be

highly interested in discovering how others live, the things they had, even their family members, who sometimes were included. Hence, students were motivated to show personal things, such as their toys without being ashamed or judged which represented to me, how students were truly involved in the process of the lessons focused on vlogs and how they could trust their classmates with something as valuable as their personal life. In fact, the second sample of the student shows how she felt happy about sharing that part of her life, without being ashamed. Hence, students could have felt attacked or even vulnerable when presenting their contexts on videos, but they were really motivated to present the way they live when they are not at school.

Therefore, connecting student's contexts through the use of the blended learning approach was mostly done by students, since they noticed they could speak in English in other contexts that they were not used to. The following samples were taken from a survey where students could describe what they liked the most from creating vlogs and a teacher's journal entry:

“Me gusto todo y tambien las actividades, ya que podemos aprender ingles desde otros lugares.”

(SLB1) Survey answer from student LB on lessons one.

“Students kept talking about how people stared at them when they spoke in English outside the school. I asked them if they feel ashamed and they said they felt proud of being able to speak in English”

(TJ4) (Teacher's journal number four).

Whenever I asked students to speak in English in the classroom, it can become a shocking experience for them. Having the need to express their ideas when the language is not fully managed can generate a negative attitude towards the activities in the classroom. Nevertheless, during the development of the vlogs when students needed to speak as much as they could in English and to fully make use of this language during the vlogs which was fully accomplished. Therefore, the teacher's journal entry shows how students are self-aware of how important it is to learn a second language and how they can be outstanding in

our society. As a matter of fact, the students expressed that they were excited about recording their vlogs outside their school. The following transcript shows this.

Interviewer: “¿Qué fue lo que más te gusto de realizar los vlogs?” [What did you like the most about doing vlogs?]

Student: “Mandarnos a hablar inglés a todas partes, que no sea en el colegio. El parque, en nuestro lugar favorita, eso fue lo que más me gusto”. [Send us to speak in English everywhere, that is not as school. The park, in our favorite place, that was what I liked the most]
(*ILC1*) (*Interview answer from student LC number one*).

With this sample, one can evidence that the student indeed liked to create vlogs outside their school. When the student refers to “send us to speak in English to other places, that is not at school” her tone of voice was full of excitement, since the vlogs allowed her to change of context where she uses English in other places; as mentioned in the following transcript of an interview:

Interviewer: “¿Cómo te preparabas para los vlogs?”

Student: “Pues, me preparaba todo, organiza todo, le pedía permiso a mi mama y organizamos las salidas a los lugares que nos pedían, el parque, el mall, etc., eso me gustaba porque íbamos a comer y compartir afuera de la casa los domingos... pues para grabar los vlogs.”
(*IJP1*) (*Interview answer form student JP number one*).

Therefore, the creation of vlogs allowed not only the students but also the family members to be engaged with the process of their sons or daughters’ language learning. In fact, one student mentioned that he “Asked permission to his mother” to create the vlogs and to be able to move to another place to record the video. Nevertheless, parents are an important foundation for students learning, and the fact that they took the time and allowed their kids to develop their interest in learning English is remarkable. This was evident in some of the vlogs where the family members were also part of the process, creating this connection between the students’ personal life and school’s assignment. In fact, the following screenshots and transcript from those students’ artifacts, show the participation of different family members as supporters of the process.



(SAJS4) (Student's artifacts from student JS, lessons four).

(SALB1) (Student's artifact from student LB, lesson one).

(SADA3) (Student's artifacts from student DA, lesson three).

The screenshots above show the students' homes where they recorded their vlogs and decided to include some family members. In fact, in screenshot number one, student JS decided to include her mother and she kindly says "hello" in English to the video. In addition, in screenshot number two, student LC started giving a short lesson to her sister on how to pronounce the parts of the bathroom, while their mother was recording the video and giving some instructions to them. At the end, student LB and her sister say "*bye students*". Finally, in screenshot number three, one can see how student DA's mother shows up recording the video and giving instructions, in minute 00:40 you can listen to her saying "*oops, sorry*" in English as well.

To sum up, this information allowed me to understand that, not only the students were participating in the study, but also some family members. This validates the students' connection of their personal environments with the different school assignments; like the creation and implementation of vlogs, by using only English to communicate their ideas; and to show another face of their personal life to the classroom members.

Chapter V

Conclusions and Pedagogical Implications

Conclusions

This last chapter of the study describes the principal findings of this investigation and some implications for the EFL teaching context, as well as further research. A key aspect throughout the process was the constant search for students' motivation through the implementation of digital materials (lessons focused on vlogs) that could stimulate students EFL speaking skill as a way to communicate, student's learning, self-confidence and their creativity, through the Blended Learning approach (March, 2015): not only at school, but as meaningful as in their personal life, which turns out to be effective after different sessions of feedback in this process. In fact, the main purpose of designing and creating the lessons supported by the Blended Learning approach was to create this significant connection with their contexts; thus, the collection and analysis of data prompted positive results in regards to these matters.

Hence, after designing, creating and implementing this study, it was brought to light that not only digital materials (Karmakar, 2011), "Lessons focused on vlogs" do positively impact students speaking skill through the Blended Learning approach, but also generate effect on other students' personal aspects. For instance, the learners who participated in this study showed a self-confidence boost (Echeverria, 2013), not only when speaking in English in the classroom, but in other non-related school activities. In addition, they became aware of their language learning improvement in the foreign language and they were constantly grateful with the teacher for such development. Students understood that English becomes an enjoyable need rather than as a mandatory request or obligation.

Furthermore, they were constantly motivated during the face-to-face and virtual lessons, since in different times they demonstrated and remarked their interest and participation when developing the proposed materials, as well as designing and creating their own vlogs, where they recorded themselves speaking in the foreign language around four to five minutes without scripts or cuts. Besides, the application of the Blended Learning approach (March, 2015) during the development of the lessons generated an incredible connection between the context where students did their virtual lessons (house, library, park) and the face-to-face sessions, which were taken at school. Therefore, and by taking into consideration the abovementioned statements, the developed material (lessons focused on vlogs) was an innovative and successful teaching and learning proposal regarding the main inquiry of this present research.

Pedagogical implications

Different assortments were understood during the development of this research process. In fact, these were brought to light after discovering the following information: firstly, the material proposed by the text developer has to be creatively designed by using colors, different types of fonts, pictures, textures, sounds, videos and even, own-designed or media characters. Secondly, the material has to be innovative for learners in all ways, since they are always expecting changes and groundbreaking activities that are not repetitive or non-interesting for them. Thirdly, the use of technology has become a need for teachers so as to motivate students, since they are born in the era, called digital natives; they will better attach to the material and participate more in class. Lastly, the role of the teacher is a relevant aspect to consider and as well as his constancy during the process; he or she has to be interested, motivated and with the most positive attitude to catch students within the development of the assigned materials. Hence, these foundations were comprehended after

the analysis of data, since it allowed me, as the researcher, to intertwine these ideas with the purpose of this present research.

Nonetheless, even though students were positively engaged in the process of resolving and addressing the materials proposed by the text developer, there were some implications that called the researchers attention to improve the design of the lessons focused on vlogs. Thus, students' behavior and comments proved that repetition is a motivation killer; in fact, the layout of the lessons changed three different times during the pedagogical intervention, to avoid this negative feeling and re-attachment with the study. Besides, during the face-to-face sessions, some students were not as confident in contrast with others, when speaking in English by following the Only-English-Environment rule; they tended to stay quiet or use mimics to communicate, hence, motivational feedback was used as a learning strategy to boost these students' self-confidence to speak fluently in these classes. Finally, the lack of well-organized instructions was noticed since the beginning of the process, therefore, if instructions are not formulated correctly in the materials, they probably cause several misunderstandings among students. Consequently, these aspects to improve were corrected during the last lessons of the study in both virtual and face-to-face lessons, obtaining excellent results, where students noticed the changes and felt empowered to develop their own vlogs after the sixth lessons were over. Thus, after almost six months of finishing the lessons, students are still using the vlogs uploading platform to share their own content in English as well as in Spanish.

In conclusion, after two complete years of research, I now understand the relevance of developing and creating materials that motivate not only your students, but also as the teacher in charge of leading the process. To this extent, this investigation process guided me to understand that any type of material (digital, non-digital, printed, non-authentic,

mixed, etc.) has to be created with meaningful purposes that stimulate student's success in any learning context; especially for the Colombian one. Hence, the design and application of digital material "lessons focused on vlogs" (Karmakar, 2011), combined with the appropriate approach "Blended Learning" (March, 2015), MD framework (Núñez, et al., 2013) and principals of materials development (Tomlinson, 2010), will generate environments of fruitful teaching experiences for the English as a foreign language classroom, where both teachers and students feel motivated and confident along the learning process.

Limitation. During the analysis of the principal and relevant implications of this research study, there were some limitations. Indeed, time limitation did not allow me to go beyond the implementation of the materials proposed in this study, since we only had face-to-face sessions every two weeks during two hours per class. Thus, students stated that there was not enough time to develop these materials, because time was limited to each lesson.

Further Research. Some aspects were left behind during the implementation of the study. Therefore, I post the following questions for further research: a) What is the effect of implementing digital material combined with contextualized printed material on student's language learning skills: speaking, listening, reading and writing? And b) How does the implementation of non-authentic materials (vlogs) created by students, impact students' listening skill in an EFL classroom?

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Appendices

Appendix A

Encuesta sobre la influencia de los dispositivos electrónicos en el salón de clase

Universidad El Externado
Facultad de Educación

Nombre: _____ (opcional) Fecha: _____

La siguiente encuesta colaborará con la investigación de cómo los dispositivos electrónicos influyen en tu aprendizaje del inglés en el salón de clase. Las respuestas las mantendremos confidenciales. Además, hay dos tipos de preguntas: Abierta (Donde puedes responder con tus palabras) y Cerradas (Donde te damos la respuesta y solo tiene que marcar con una X). Gracias por colaborar.

Por favor responde las siguientes preguntas.

1. Para ti ¿Qué es estar motivado?

2. ¿Crees que las tablets, celulares, computadores, tablero electrónico ayudan a tu proceso de aprendizaje? Si, no, por qué?

3. ¿Crees que estos dispositivos te ayudan con tu proceso de aprender inglés?

Si No

4. ¿Has usado estos dispositivos electrónicos para mejorar tu nivel de Inglés? Si tu respuesta es afirmativa, cómo lo has usado?

5. ¿Tus profesores utilizan tecnología en sus clases?

6. ¿Qué dispositivos usan?

Tablets Computadores celulares tablero electrónico

7. ¿Cada cuánto tus profesores usan tecnología en las clases?

8. ¿Cómo te sientes cuando tus profesores usan tecnología para enseñarte?

9. ¿Cómo te sientes cuando no usan tecnología en sus clases? (Marca más de una opción si lo prefieres)

Feliz Triste Motivado Interesado Te da igual Pensativo

10. ¿Prefieres clases con o sin tecnología? ¿Por qué?

Gracias por responder las preguntas. Esto ayudara al desarrollo del estudio.

Appendix B

Survey about the influence of technological devices in the classroom Teachers

El Externado University
School of Education

Name: _____ (optional) Date: _____

The next interview intends to analyze how technological devices exert influence on the learning and teaching of English as a Foreign Language. The answers will be kept confidential and the survey will help in developing the study.

1. How would you define motivation?

2. How often do you use technological devices so as to generate a better response from students?

3. What type of technological devices do you use?

4. Why and how do you use these technological devices in your classes?

5. How do you know if students are motivated?

6. Would you say that your students prefer technological devices in your classes? Why?

7. How do think technological devices have benefitted your students in the EFL classes?

Thank you for answering the above questions. This will help the development of the study.

Appendix C

Informed consent

Bogotá, 6 de Febrero de 2017

Señora Rectora

Diliana Abella

Liceo Los Alcázares.

Cordial saludo,

Por medio de la presente quisiera poner a su conocimiento, que el año pasado inicié mis estudios de maestría en educación con énfasis en Didáctica del Inglés en la Universidad Externado de Colombia, en este momento curso tercer semestre. Dado que este estudio propende por la transformación pedagógica y metodológica, así como el crecimiento profesional y el fortalecimiento en el desarrollo de la investigación educativa a través del diseño e implementación de materiales, me permito muy comedidamente solicitarle me autorice la aplicación de mi proyecto de investigación titulado ***Vlogeando: una nueva manera de entender Blended Learning en un ambiente de Inglés como lengua extranjera*** particularmente con 13 estudiantes del el grado cuarto. (2 mujeres y 2 hombres).

Este estudio tiene como propósito el motivar a los estudiantes por medio del uso videos como material digital a hablar en Ingles en todos los contextos que los rodean. La implementación se desarrollará en el salón y en las horas de clase durante un tiempo aproximado de tres meses. Para hacer su seguimiento, será necesaria la recolección de datos a través de la aplicación de encuestas, entrevistas y muestras de videos desarrollados por los estudiantes. Cabe anotar que los estudiantes que participen lo harán de manera voluntaria y libre. De igual forma, podrán retirarse en el momento que lo deseen.

Además, es importante resaltar que se mantendrán en estricta confidencialidad los datos proporcionados por los y las estudiantes, así como de sus identidades y que los resultados obtenidos no representarán ningún detrimento en el desempeño académico de la asignatura.

Luego de analizar la información recolectada durante la implementación, la institución tendrá acceso a los resultados de la investigación a través del documento escrito (trabajo de tesis), y si lo desea a través de una socialización en reunión extraordinaria de docentes. Agradezco su atención y apoyo para el desarrollo de este proyecto.

Cordialmente

Lic. David Felipe Espinosa Torres
Docente de Inglés

Diliana Abella
Rectora

Autoriza _____
SI NO

Appendix D

Teacher's Journal Form

Session:	Date:	Time:
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Descriptions	Reflections
<p>In this column, record details about geography of the space, relations among persons and objects, resource expenditures, and atmosphere or tone of site. Remember to write down continuously as much as possible about what you are seeing and hearing. Break up each point to only focus on one point per block.</p>	<p>In this column, note how particular details relate to the purpose. This section is done AFTER the observations when you have time to consider their import. The left hand column should take up all your time as you observe.</p>

Appendix E

Student's Artifact: Video Transcription Form

Video:

Date:

Participants:

Participant	Time	Transcript